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# **NAVAL POSTGRADUATE SCHOOL**

**MONTEREY, CALIFORNIA**

## **THESIS**

**PERCEPTIONS OF SEXUAL HARASSMENT AND  
SEXUAL ASSAULT: A STUDY OF GENDER  
DIFFERENCES AMONG U.S. NAVY OFFICERS**

by

Patricia L. Bouldin  
Alexandra M. Grayson

March 2010

Thesis Co-Advisors:

Alice Crawford  
Mark J. Eitelberg

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**PERCEPTIONS OF SEXUAL HARASSMENT AND SEXUAL ASSAULT:  
A STUDY OF GENDER DIFFERENCES AMONG U.S. NAVY OFFICERS**

Patricia L. Bouldin

Lieutenant Junior Grade, United States Navy  
B.S., Fort Hays State University, Hays, Kansas, 2002  
M.S., Fort Hays State University, Hays, Kansas, 2004

Alexandra M. Grayson

Lieutenant Junior Grade, United States Navy  
B.A., University of Illinois, Urbana-Champaign, Illinois, 2006

Submitted in partial fulfillment of the  
requirements for the degree of

**MASTER OF SCIENCE IN MANAGEMENT**

from the

**NAVAL POSTGRADUATE SCHOOL  
March 2010**

Authors: Patricia L. Bouldin  
Alexandra M. Grayson

Approved by: Professor Alice Crawford  
Thesis Advisor

Professor Mark J. Eitelberg  
Thesis Advisor

Dr. William R. Gates  
Dean, Graduate School of Business and Public Policy

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## **ABSTRACT**

This study examines gender differences among U.S. Navy officers in their perceptions of what constitutes sexual harassment and sexual assault. Additionally, the study explores possible reasons for these observed differences. The primary source of data is a survey administered to active-duty Navy officers at the Naval Postgraduate School (NPS) in December 2009. Other sources include the Department of Defense survey of “Service Academy Gender Relations” (2008) and previous research on related topics. NPS survey results confirm that perceptions of sexual assault and sexual harassment differ by gender; further, these differences are amplified by other demographic factors. Male respondents tend to believe that sexual harassment and sexual assault are not a problem in the Navy largely because they have neither experienced nor witnessed such events. Although most female respondents believe that gender relations are better now than in the past, they view sexual harassment and sexual assault as a continuing problem. A majority of men and women agree that the Navy’s current approach toward preventing sexual harassment and sexual assault can be improved. A number of respondents to the NPS survey suggest ways to redesign training, including use of testimony by victims. Several recommendations for further research are offered.



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## **LIST OF ACRONYMS AND ABBREVIATIONS**

AOR	Area of Responsibility
CNO	Chief of Naval Operations
CRP	Crime Reduction Program
DHS	Department of Homeland Security
DMDC	Defense Manpower Data Center
DoD	Department of Defense
DoN	Department of the Navy
GAO	Government Accountability Office
GMT	General Military Training
GSBPP	Graduate School of Business and Public Policy
IG	Inspector General
MSA	Manpower Systems Analysis
NCIS	Naval Criminal Investigative Service
NCO	Non-Commissioned Officer
NKO	Navy Knowledge Online
NPS	Naval Postgraduate School
OLS	Ordinary Least Squares
PL	Public Law
SAGR	Service Academy Gender Relations
SAPR	Sexual Assault Prevention and Response
SARC	Sexual Assault Response Coordinator
SAVI	Sexual Assault Victims' Intervention
UCMJ	Uniformed Code of Military Justice
USAFA	U.S. Air Force Academy
USMA	U.S. Military Academy
USNA	U.S. Naval Academy



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Patricia Bouldin  
Alexandra Grayson

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# I. INTRODUCTION

## A. OVERVIEW

The Department of Defense (DoD)<sup>1</sup> and the Department of the Navy (DoN)<sup>2</sup> define the standards of conduct for Navy personnel. The core values of the Navy—honor, courage, and commitment—are bedrock principles indoctrinated into every Sailor from the first day of induction. As stated in the Navy Core Values Charter:

Honor: I will bear true faith and allegiance... Accordingly, we will: **Conduct ourselves in the highest ethical manner** in all relationships with peers, superiors and subordinates; Be honest and truthful in our dealings with each other, and with those outside the Navy; Be willing to make honest recommendations and accept those of junior personnel; Encourage new ideas and deliver the bad news, even when it is unpopular; **Abide by an uncompromising code of integrity**, taking responsibility for our actions and keeping our word; Fulfill or exceed our legal and ethical responsibilities in our public and personal lives twenty-four hours a day. **Illegal or improper behavior or even the appearance of such behavior will not be tolerated.** We are accountable for our professional and personal behavior. We will be mindful of the privilege to serve our fellow Americans.<sup>3</sup>

Sexual harassment and sexual assault of U.S. Navy personnel seriously conflict with standards of conduct and Navy core values. Further, acts of sexual harassment and sexual assault are prejudicial to good order and discipline, and a discredit to naval service. Beyond all of this, sexual harassment and sexual assault are crimes under the Uniform Code of Military Justice.<sup>4</sup>

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<sup>1</sup> Department of Defense, "DoD Directive 5500.07," *Standards of Conduct* (2007).

<sup>2</sup> Secretary of the Navy, "SECNAVINST 5370.2," *Department of the Navy's Standards of Conduct*.

<sup>3</sup> Department of the Navy, "Department of the Navy Core Values Charter."

<sup>4</sup> Under United States Code, Title 10, Subtitle A, Part II, Chapter 47, Uniform Code of Military Justice; sexual harassment is a crime punishable under Article 134, indecent assault, Article 127, extortion, Article 133, conduct unbecoming an officer, and Article 117, provoking speech or gestures. The accused may also be punished under Article 93, cruelty and maltreatment if the accused has influenced, offered to influence, threatened the career, pay, or job of another person in exchange for sexual favors, or has made deliberate or repeated offensive comments or gestures of a sexual nature. Sexual assault is an offense punishable under Article 120, rape and carnal knowledge. Lesser included offenses include Article 128, assault and assault consummated by a battery; Article 134, assault with intent to commit rape; Article 134, indecent assault; and Article 80, attempts.

This research addresses a conflict between the Navy's guiding principles and what is actually happening throughout the Fleet. By some accounts, sexual assault and sexual harassment are pervasive in the Navy.<sup>5</sup> Several cases of sexual assault and harassment have been reported in the *Navy Times* and other news media.<sup>6</sup> The U.S. Department of Veterans Affairs reports that 31 to 60 percent of military personnel have experienced sexual harassment. At the same time, 11 percent of female veterans younger than 50 years of age have reported experiencing sexual violence while in the military; and 8 percent of female veterans reported attempted or completed sexual assault while deployed in the Persian Gulf.<sup>7</sup> The present research seeks to determine the prevalence of sexual assault and sexual harassment in the Navy and to gauge the effects of the problem. In addition, the study examines whether differing perceptions of sexual harassment and sexual assault are related to the personal experiences of U.S. Navy members.

### **1. Governmental Concerns About Sexual Harassment and Sexual Assault Prevention**

Currently, one of the highest of priorities of the Honorable Ray Mabus, Secretary of the Navy, is the prevention of sexual harassment and sexual assault. He sees both as a "major unaddressed problem."<sup>8</sup> Indeed, Secretary Mabus has mandated a complete overhaul of the Navy's approach in preventing and handling the problem. In September 2009, the Department of the Navy hosted a three-day "Sexual Assault Prevention Summit." The theme of the summit was "Honor Bound," and focused on the link between Navy core values and eliminating sexual assault. According to summit

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<sup>5</sup> Marie Tessier, *Sexual Assault Pervasive in Military, Experts Say*, March 30, 2003, <http://www.womensenews.org/story/rape/030330/sexual-assault-pervasive-military-experts-say> (accessed March 5, 2010).

<sup>6</sup> Chris Amos, "Sailor Charges With 3 Counts of Child Rape," *Navy Times Online*, August 31, 2008, [http://www.navytimes.com/news/2008/08/navy\\_childrape\\_082808/](http://www.navytimes.com/news/2008/08/navy_childrape_082808/) (accessed January 11, 2010).

<sup>7</sup> Katherine M. Skinner, et al., "Veterans' Administration Outpatients: The Prevalence of Military Sexual Assault Among Female," *Journal of Interpersonal Violence* (SAGE) 15, no. 3 (2000): 291-310.

<sup>8</sup> P. Ewing, "SecNav: Sexual Assault Programs Lacking," *Navy Times Online*, September 10, 2009, [http://www.navytimes.com/news/2009/09/navy\\_sex\\_assault\\_summit\\_090909w/#](http://www.navytimes.com/news/2009/09/navy_sex_assault_summit_090909w/#) (accessed October 2, 2009).

organizers, “There is no place in the Navy for a sexual assault offender. Sexual assault is incompatible with our Navy Ethos and core values.”<sup>9</sup> At the summit, Secretary Mabus stated:

The larger effects of sexual assault are broad and deep. The effect on a survivor is devastating, but it’s not just an individual travesty. Sexual assaults affect the survivor’s family and friends. It’s corrosive to morale and to our operational and combat readiness. And the fallout from sexual assaults negatively affects the public perception of our military and our relationships with local communities wherever they occur – whether in the United States or abroad.<sup>10</sup>

During the summit, the Chief of Naval Operations (CNO), Admiral Gary Roughhead, also reaffirmed that sexual harassment and assault run counter to the core values of the Navy. One week prior to the summit, Admiral Roughhead published his “CNO Guidance for 2010” where he stated that, “the Navy must emphasize the reducing the sexual assaults.”<sup>11</sup> The Naval Criminal Investigative Service (NCIS) Crime Reduction Program (CRP), an awareness and education program, has centered a campaign on sexual assault prevention and incorporated information from the summit in its program.<sup>12</sup>

The Government Accountability Office (GAO) also has concerns about sexual harassment and sexual assault in the military. GAO believes the number of incidences is highly underreported due to several factors, such as conflicting data provided by the Defense Manpower Data Center (DMDC) as well as other reasons.<sup>13</sup>

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<sup>9</sup> Navy Office of Information, “Sexual Assault Prevention and Response,” *Rhumb Lines*, October 22, 2009, [http://www.navy.mil/navco/pages/rhumb\\_lines.html](http://www.navy.mil/navco/pages/rhumb_lines.html) (accessed November 20, 2009).

<sup>10</sup> Rebekah Blowers, MC2 (SW); Chief of Naval Operations Public Affairs, *Navy Leadership Holds Sexual Assault Prevention Summit*, September 8, 2009, [http://www.navy.mil/search/display.asp?story\\_id=48157](http://www.navy.mil/search/display.asp?story_id=48157) (accessed November 17, 2009).

<sup>11</sup> Commander, Navy Installations Command Public Affairs, “Sexual Assault Victim Intervention Program Focuses on Individual and Unit Safety,” *navy.mil*, September 9, 2009, [http://www.navy.mil/Search/display.asp?story\\_id=48144](http://www.navy.mil/Search/display.asp?story_id=48144) (accessed January 12, 2010).

<sup>12</sup> Kristen Allen, MC1 (SW/AW); Naval Criminal Investigative Service Public Affairs, “NCIS Crime Reduction Program Targets Sexual Assault Prevention,” *navy.mil*, December 9, 2009, [http://www.navy.mil/search/display.asp?story\\_id=50074](http://www.navy.mil/search/display.asp?story_id=50074) (accessed January 12, 2011).

<sup>13</sup> The DMDC source cited by GAO is: Defense Manpower Data Center (DMDC), *2008 Service Academy Gender Relations Survey*, DMDC Report, Office of the Under Secretary of Defense for Personnel and Readiness (Arlington, VA: DMDC, 2008), 1-362.

In October 2009, the Navy Inspector General (IG) administered a Navy-wide survey to assess the effectiveness of the Navy's current Sexual Assault Victims' Intervention (SAVI) program. Historically, the results of the IG survey have led to policy change.<sup>14</sup>

## **2. Governmental Attempts to Resolve the Issue of Sexual Harassment and Sexual Assault**

The U.S. Navy was the first of the service branches to establish a sexual assault program, Sexual Assault Victims Intervention (SAVI). With the appointment of Ray Mabus as Secretary of the Navy, the Department of the Navy has intensified its interest in resolving the sexual harassment and sexual assault problem. Aligning the title more directly with its mission of prevention and response, SAVI has become the Sexual Assault Prevention and Response (SAPR) program. The mission of SAPR is to provide comprehensive education and support to victims and to ensure systemic accountability for all of DoD.<sup>15</sup>

DoD and the DoN are working to standardize reporting methods and sexual harassment and sexual assault records maintenance. Section 577 of Public Law (PL) 108-375 requires that DoD submit an annual report on sexual assault in the military. In the annual Department of Defense FY07 Report on Sexual Assault in the Military, 2,688 cases of sexual assault were reported involving military service members. Of these, 2,085 were unrestricted reports. Initially, 705 restricted reports were filed, but 102 victims opted to change to unrestricted reports. From the total number of reports, 1,955 criminal investigations were conducted, resulting in 181 (9 percent) courts-martial.<sup>16</sup>

A military victim has the option of reporting alleged sexual assault as an unrestricted or restricted report. Under the unrestricted reporting method, the victim

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<sup>14</sup> Lieutenant Commander Karen Bowers, "Ongoing Efforts Regarding Sexual Harassment, Misconduct and Assault at USNA," *Shipmate*, June 2005, [www.usna.com/Document.Doc?&id=514](http://www.usna.com/Document.Doc?&id=514) (accessed November 18, 2009).

<sup>15</sup> *SAPR Home*, December 20, 2009, <http://www.sapr.mil/HomePage.aspx?Topic=About%20SAPRO> (accessed December 20, 2009).

<sup>16</sup> David S. Chu, "Department of Defense FY07 Report on Sexual Assault in the Military," DoD Report, Under Secretary of Defense, Department of Defense (Washington, D.C., 2008), 4.

reports the incident and it is referred for investigation. Persons who elect to make a restricted report may disclose the incident without command or law enforcement notification. Restricted sexual assault reports can be made to a Sexual Assault Response Coordinator (SARC), victim advocate, or medical personnel, and, in some cases, to other service members or a chaplain. However, if a military member who has elected the restricted reporting method receives treatment at a civilian medical facility, then that facility may be bound by law to report the incident. Table 1 details the occurrences of unrestricted reports of sexual assault on Navy personnel in 2007. Not included in this table is the number of restricted reports, 705, of which 102 were later converted to unrestricted reports.<sup>17</sup>

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<sup>17</sup> David S. Chu, "Department of Defense FY07 Report on Sexual Assault in the Military," DoD Report, Under Secretary of Defense, Department of Defense (Washington, D.C., 2008), 19.



Table 1. Investigations of Unrestricted Reports of Sexual Assault: Service/Non-Service Member Victims by Offense Type

<b>Unrestricted Reports of Sexual Assault Involving Service Members (BY or AGAINST Service Members) in the Following Categories for FY07 Investigations (Number)</b>	<b>Total FY07</b>
Service Member Victims	1,511
Non-Service Member Victims	574
<b>Total</b>	<b>2,085</b>

SOURCE: Department of Defense FY07 Report on Sexual Assault in the Military, DoD Report, Under Secretary of Defense, Department of Defense (Washington, D.C.), p. 4.

It is interesting to note the number of reported incidences involving deployed personnel. As shown in Table 2, a total of 174 reports of sexual assault were filed in Iraq, Afghanistan, and other areas of the USCENTCOM area of responsibility (AOR). While the total numbers of unrestricted and restricted reports of sexual assault in the USCENTCOM AOR are comparatively small (about 6.5 percent), they represent only a small fraction of the reported occurrences of sexual assault from all U.S. Navy personnel.<sup>18</sup>

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<sup>18</sup> David S. Chu, "Department of Defense FY07 Report on Sexual Assault in the Military," DoD Report, Under Secretary of Defense, Department of Defense (Washington, D.C., 2008), 20.

Table 2. USCENTCOM AOR Restricted and Unrestricted Reports of Sexual Assault FY07

	<b>Unrestricted Reports</b>	<b>% of Total Unrestricted Reports</b>	<b>Restricted Reports</b>	<b>% of Total Restricted Reports</b>	<b>Total Reports in AOR</b>	<b>% of Total Reports</b>
Iraq	104	4.9	8	1.3	112	<b>4.2</b>
Afghanistan	18	0.9	1	0.2	19	<b>0.7</b>
Other Areas of AOR	31	1.5	12	1.9	43	<b>1.6</b>
<b>Total</b>	<b>153</b>	<b>7.3</b>	<b>21</b>	<b>3.5</b>	<b>174</b>	<b>6.5</b>

SOURCE: Derived from Department of Defense FY07 Report on Sexual Assault in the Military," DoD Report, Under Secretary of Defense, Department of Defense (Washington, D.C., 2008), p. 20.

In 2008, the GAO conducted a nongeneralizeable survey of military personnel who were serving at 14 military installations. GAO classified the survey as nongeneralizeable because it was designed specifically and solely to address the issues of sexual harassment and sexual assault in the military. On the installations, 103 service members indicated that they had been sexually assaulted, with 52 choosing not to report the assault because of "the belief that nothing would be done[,] fear of ostracism, harassment, or ridicule; fear that peers would gossip about the incident; concern about being disciplined for misconduct; and the possibility of being denied promotions, assignment to jobs that are not career-enhancing, and professional and social retaliation."<sup>19</sup> Additionally, a 2006 DMDC survey found that a majority of the roughly 6.8 percent of women and 1.8 percent of men who were sexually assaulted in the prior 12 months chose to not report their assault, suggesting that failure to report is a systemic issue.<sup>20</sup> These data, along with data included in the 2008 DMDC Gender Relations

<sup>19</sup> Government Accountability Office, "Preliminary Observations on DoD's and the Coast Guard's Sexual Assault Prevention and Response Programs," GAO Report, Congress (2008), 14.

<sup>20</sup> Ibid., 4.

survey,<sup>21</sup> illustrate the problem with sexual harassment and sexual assault in the military. They further justify the concerns of the government and the need for additional research into the possible causes of such crimes.

## **B. BACKGROUND OF PERCEPTIONS OF SEXUAL HARASSMENT AND SEXUAL ASSAULT**

It may appear that sexual assault is the focus of this thesis, as much of the statistical data are concentrated around it. However, it is important to note that sexual harassment is a serious crime in its own right. Many of the same issues that allow for sexual assault also allow for sexual harassment, since both rely on dehumanizing the victim.<sup>22</sup> These crimes have serious implications, and victims may experience diminution in physical, mental, and social functioning. This diminution is especially detrimental to military personnel due to the difficulty to “report and cope with military sexual assault ...as reporting the incident may be seen as betraying the *esprit de corps* fundamental to accomplishing the mission of the military.”<sup>23</sup>

## **C. RESEARCH QUESTION**

This research seeks to answer the following questions regarding gender differences in the perception of sexual harassment and sexual assault:

- Primary research question:
  - Do differences in perception exist between male and female Naval Officers regarding sexual harassment and sexual assault?
- Secondary research questions:

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<sup>21</sup> Defense Manpower Data Center (DMDC), *2008 Service Academy Gender Relations Survey*, DMDC Report, Office of the Under Secretary of Defense for Personnel and Readiness (Arlington, VA: DMDC, 2008), 1–362.

<sup>22</sup> Susan Carney, "Sexual Assault Awareness: Prevention Activities to Get Teens Aware and Involved," *suite101.com*, April 2, 2007, [http://youthdevelopment.suite101.com/article.cfm/sexual\\_assault\\_awareness\\_month](http://youthdevelopment.suite101.com/article.cfm/sexual_assault_awareness_month) (accessed January 11, 2010).

<sup>23</sup> Katherine M. Skinner et al., "Veterans' Administration Outpatients The Prevalence of Military Sexual Assault Among Female," *Journal of Interpersonal Violence* (SAGE) 15, no. 3 (2000): 291–310.

- If differences exist in perceptions between men and women, do these differences correlate with increases in the number of incidences of sexual harassment and sexual assault?
- Do the opinions of men and women vary when interpreting sexual harassment and sexual assault?
- Do differences in opinion exist between male and female Naval Officers regarding prevention training for sexual harassment and sexual assault?

#### **D. ORGANIZATION OF THE STUDY**

Chapter II reviews studies that have analyzed the differing perceptions of men and women regarding sexual assault and sexual harassment. Chapter III describes the methodology employed in the study, including a survey administered to NPS Navy officers in December 2009. The results of the survey are examined in Chapter IV. In Chapter V, the authors present a summary, conclusions, and recommendations.

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## II. LITERATURE REVIEW

### A. INTRODUCTION

The Department of Defense (DoD) released an annual report to Congress detailing the number of cases of sexual harassment and assault, as well as their eventual outcomes. Soon thereafter, in 2008, the Government Accountability Office (GAO) found that the same incidents of harassment and assault in the military are often referenced multiple times, so the accuracy of the data is questionable.<sup>24</sup> Consequently, data on military cases are not examined for this study.

The majority of the literature in this review deals with civilian men and women. While an excellent body of work exists that addresses perceptual differences between men and women regarding harassment and assault, few researchers have conducted studies dealing specifically with men and women in the military. Because the military is an all-volunteer force, the men and women who join arguably may possess traits or tendencies that their civilian counterparts do not.<sup>25</sup> Therefore, the perceptions of men and women in the military may differ in certain ways from those of their civilian counterparts. This study addresses the perceptions of men and women serving in the military about both sexual harassment and sexual assault, thus filling a gap in the current literature.

Many books purport to explain the supposed differences between men and women. *Men are from Mars, and Women are from Venus* is but one example of a *New York Times* Best Seller on this theme.<sup>26</sup> The media frequently reinforce the idea that men and women are fundamentally different in terms of attitude, disposition, intelligence,

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<sup>24</sup> Department of Defense, "Department of Defense FY07 Report on Sexual Assault in the Military," Congressional (2008); Government Accountability Office, "Preliminary Observations on DoD's and the Coast Guard's Sexual Assault Prevention and Response Programs," Congressional (2008). Government Accountability Office, "Preliminary Observations on DoD's and the Coast Guard's Sexual Assault Prevention and Response Programs," Congressional (2008).

<sup>25</sup> Robert J. Johnson and Howard B. Kaplan, "Psychosocial Predictors of Enlistment in the All-Voluntary Armed Forces: A Life-Event-History Analysis," *Youth and Society*, March 1, 1991: 291.

<sup>26</sup> Susan Hamson, "The Passive/Active Divide: What the Village is Teaching Our Children about Gender," *SIECUS Report* 32, no. 3 (July 2004): 14–16.

interests, and overall capabilities, essentially constructing gender in a hierarchical fashion by assigning traits and characteristics as inherently and rigidly “masculine” or “feminine.”<sup>27</sup> In this hierarchical construct, masculine is privileged or seen as inherently better than the feminine.<sup>28</sup> For example, a common insult is for one boy to call another a “girl.” Turning femininity into an insult in an environment where traits are either “masculine” or “feminine” shows that the masculine is privileged and considered more important than the feminine.

As a result of continually reinforcing the idea that men and women are fundamentally different, some argue that they are held to different standards and thus receive different treatment in society. Boys wear blue and play war games with action figures; girls wear pink and play house with dolls.<sup>29</sup> When men speak up, they are being assertive; when women speak up, they are being shrews.<sup>30</sup> These stereotypes highlight how differences in perception may lead to different treatment for men and women, even when their actions are essentially the same. Certain religious sects subscribe to rigid gender roles for men and women according to interpretations of their holy text.<sup>31</sup> Again, this shows how perceptions affect actions, as well as how differences in gender are constructed as natural and therefore beyond questioning. Men and women are perceived as fundamentally different and are therefore treated in different ways.

This separation of genders also extends to society’s sexual mores. Traditionally, men are supposed to be the initiators of sexual and romantic exchange, women are supposed to wait passively for a man’s attention.<sup>32</sup> Men with lots of sexual experience

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<sup>27</sup> Edward Morris, "Constructing Gender and Sexuality in High School," *Symbolic Interaction*, April 1, 2009: 169–171.

<sup>28</sup> David Knights and Deborah Kerfoot, "Between Representations and Subjectivity: Gender Binaries and the Politics of Organizational Transformation," *Gender, Work and Organization*, July 1, 2004: 430–454.

<sup>29</sup> Jessica Valenti, *He's a Stud, She's a Slut and 49 Other Double Standards Every Woman Should Know* (Berkeley, California: Seal Press, 2008).

<sup>30</sup> Ibid.

<sup>31</sup> Susan M. Shaw, "Gracious Submission: Southern Baptist Fundamentalists and Women," *NWSA Journal* (Bloomington) 20, no. 1 (2008): 51–78.

<sup>32</sup> Jessica Valenti, *He's a Stud, She's a Slut and 49 Other Double Standards Every Woman Should Know* (Berkeley, California: Seal Press, 2008).

have greater social cache than do men with limited sexual experience.<sup>33</sup> Conversely, women with lots of sexual experience lose social cache to the point that they may experience blatant insults.<sup>34</sup> When a woman is sexually harassed or assaulted, common questions involve what the woman was wearing at the time, her attitude, her size, and her state of intoxication, implying that she is at least partially responsible for the other person's behavior. On the other hand, when a man is sexually assaulted or harassed, he is considered weak, effeminate, and less of a man because a "real man" would never have such experiences.<sup>35</sup>

Similarly, one study of perceptions based on occupation notes that "people perceive men in women's traditional occupations as more deviant than women in men's traditional occupations."<sup>36</sup> This gets to the heart of the current research because, "People often make judgments based on highly available and well-rehearsed attitude structures,"<sup>37</sup> meaning that they will use the social and sexual tropes that they are raised by to evaluate instances of sexual assault and sexual harassment. By relying more on their perceptions of what happened or should have happened, instead of making an evaluation based on what actually happened, people may be more inclined to dismiss instances of sexual assault or harassment. Because Navy culture is based heavily on tradition and is more conservative, women are still seen as outsiders.<sup>38</sup> As a result, people in the military may be more likely to dismiss charges of sexual harassment or assault because of their negative attitudes about women.

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<sup>33</sup> Jessica Valenti, *He's a Stud, She's a Slut and 49 Other Double Standards Every Woman Should Know* (Berkeley, California: Seal Press, 2008).

<sup>34</sup> Ibid.

<sup>35</sup> Edward Morris, "Constructing Gender and Sexuality in High School," *Symbolic Interaction*, April 1, 2009: 169–171.

<sup>36</sup> Evelyn M. Maeder & Richard L. Wiener & Ryan Winter, "Does a Truck Driver See What a Nurse Sees? The Effects of Occupation Type on Perceptions of Sexual Harassment," *Sex Roles* (Springer Science + Business Media, LLC) 56 (May 2007): 9.

<sup>37</sup> Ibid.

<sup>38</sup> Darlene M. Iskra, "Attitudes toward Expanding Roles for Navy Women at Sea: Results of a Content Analysis," *Armed Forces & Society* 33 (2007): 203.



## B. SEXUAL HARASSMENT THEORIES

Several theories explain why sexual harassment occurs. The first is the social contact hypothesis, which “suggests that women who work in routine contact with men are more likely than other women to be victims of sexual harassment.”<sup>39</sup> Therefore, women who work in traditionally male occupations, where they are exposed to a greater number of men on a more frequent basis than women who work in gender-neutral or traditionally female occupations, are more likely to experience sexual harassment.<sup>40</sup> Since Navy demographics are predominantly male, and military service is a traditionally masculine occupation, women serving in the military may be more likely to experience sexual harassment than if they worked in a gender-neutral or female-dominated occupation.

Another theory of sexual harassment is the sex-role spillover theory, which states that sexual harassment occurs when people in the workplace expect their coworkers to conform to gender role stereotypes.<sup>41</sup> For example, one gender role for women is that they are loving and nurturing individuals at all times.<sup>42</sup> If women fail to act as nurturing individuals in the workplace, then they may experience sexual harassment as a method to coerce them into performing the gender role to the harasser’s expectations. In male-dominated occupations, workers categorize their female colleagues in terms of gender, which may allow the men to ignore or downplay the women’s job performance

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<sup>39</sup> Evelyn M. Maeder & Richard L. Wiener & Ryan Winter, "Does a Truck Driver See What a Nurse Sees? The Effects of Occupation Type on Perceptions of Sexual Harassment," *Sex Roles* (Springer Science + Business Media, LLC) 56 (May 2007): 9.

<sup>40</sup> Ibid.

<sup>41</sup> Ibid.

<sup>42</sup> Jessica Valenti, *He's a Stud, She's a Slut and 49 Other Double Standards Every Woman Should Know* (Berkeley, California: Seal Press, 2008).

abilities.<sup>43</sup> Categorizing women colleagues in terms of gender serves to “other” them and highlight their differences from men, who are considered normal due to the lack of gender qualification.<sup>44</sup>

Another sexual harassment theory comes from the organizational model, which essentially states that sexual harassment occurs in the workplace as a result of how the organization is structured.<sup>45</sup> Overall environment, how the leadership views and communicates their views of sexual harassment, whether the organization is set up as a hierarchy, and the ratio of women to men all affect the likelihood of sexual harassment.<sup>46</sup> Because the Navy as an organization is structured as a hierarchy and generally has a low ratio of women to men, command climate and perceptions of sexual harassment are particularly important.<sup>47</sup> Thus, when leaders express low or no tolerance for sexual harassment and punish those who sexually harass others, the overall environment becomes less likely to tolerate sexual harassment and incidents tend to be lower than when leadership is not as proactive.<sup>48</sup>

The socio-cultural model provides yet another theory regarding sexual harassment, suggesting that harassment results from men’s attempts to retain their traditional power base over women as women gain more power in the workplace.<sup>49</sup> For example, where initially women were barred from serving onboard ships, they are

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<sup>43</sup> Evelyn M. Maeder & Richard L. Wiener & Ryan Winter, "Does a Truck Driver See What a Nurse Sees? The Effects of Occupation Type on Perceptions of Sexual Harassment," *Sex Roles* (Springer Science + Business Media, LLC) 56 (May 2007): 9.

<sup>44</sup> Richard L. Wiener, Ryan Winter Evelyn M. Maeder, "Does a Truck Driver See What a Nurse Sees? The Effects of Occupation Type on Perceptions of Sexual Harassment," *Sex Roles* (Springer Science + Business Media) 56 (2007): 801–810.

<sup>45</sup> John Sibley Butler and James M. Schmidtke, "Theoretical Traditions and the Modeling of Sexual Harassment within Organizations: The Military as Data," *Armed Forces & Society*, January 2010: 193–222.

<sup>46</sup> Ibid.

<sup>47</sup> "Statistics on Women in the Military," *Women in Military Service for America Memorial Foundation, Inc.*, September 30, 2008, <http://www.womensmemorial.org/Press/stats.html> (accessed January 10, 2010).

<sup>48</sup> John Sibley Butler and James M. Schmidtke, "Theoretical Traditions and the Modeling of Sexual Harassment within Organizations: The Military as Data," *Armed Forces & Society*, January 2010: 193–222.

<sup>49</sup> Ibid.

becoming increasingly integrated.<sup>50</sup> In fact, women now command Navy warships with predominantly male crews.<sup>51</sup> Also, given that the Navy is a male-dominated work environment where a traditional concept of masculinity is upheld, women may face sexual harassment as they move to a more equal level with men in terms of career opportunities.

### C. SEXUAL ASSAULT THEORY

Sexual harassment and sexual assault both rely on dehumanizing the intended victims. Sexual assault justifications tend to rely on negatively stereotyping the behavior of the intended victim.<sup>52</sup> To that end, there are five dominant beliefs that people who commit sexual assault hold regarding to their own behavior and that of their victims.

One tactic rapists and attempted rapists use to justify their actions is to point out the intended victim's behavior as a justification unto itself.<sup>53</sup> For example, another common stereotype regarding sexual assault is that women are responsible in some way for their own rape.<sup>54</sup> In other words, for a person whose beliefs condone rape, women who flirt with many men, wear provocative clothing, or get drunk in public are indicating they are available and willing to have sex regardless of what they actually communicate. Such persons assume that women's behavior essentially means that they inherently consent to sex; if they did not want sex, then the women should not engage in any of those behaviors at any time.

A third justification for sexual assault is peer and societal pressure placed on men to be sexually active, coupled with the added social capital that men receive for having

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<sup>50</sup> Darlene M. Iskra, "Attitudes toward Expanding Roles for Navy Women at Sea: Results of a Content Analysis," *Armed Forces & Society* 33 (2007): 203.

<sup>51</sup> Lori Lyn Bogle, *Women at Sea: 'It's All about Leadership'*, March 2004, [http://www.military.com/NewContent/0,13190,NI\\_BOGLE\\_0304,00.html](http://www.military.com/NewContent/0,13190,NI_BOGLE_0304,00.html) (accessed January 25, 2010).

<sup>52</sup> Gerald H. Burgess, "Assessment of Rape-Supportive Attitudes and Beliefs in College Men: Development, Reliability, and Validity of the Rape Attitudes and Beliefs Scale," *Journal of Interpersonal Violence* (Sage Publications), August 2007: 20.

<sup>53</sup> Ibid.

<sup>54</sup> Ibid.

many sexual partners.<sup>55</sup> Because men are often admired for sleeping with a number of women, they may feel pressure to sleep with more women by any means to elevate their social standing.<sup>56</sup>

Another explanation relates to the use of alcohol or other coercive tactics to achieve sexual compliance.<sup>57</sup> Examples of this type of behavior could include refusing to drive a woman home until she performs a sexual act with the driver when no other means of transportation is easily available, or getting a woman drunk to the point that she cannot actively consent. In both cases, the assaulters justify their actions because they never physically force the women; thus, they avoid force by using alcohol or control over physical location, creating a situation that functionally renders the women incapable of consent.<sup>58</sup>

Finally, a dislike of women in general (misogyny) and the acceptance of traditional gender roles often perpetuate justifications for sexual assault.<sup>59</sup> If one believes that men are naturally sexually aggressive while women are naturally sexually submissive, then acting out those aggressions on women becomes a normalized and justifiable behavior.

Once again, the societal pressure to perform traditional gender roles plays a part in both sexual harassment and sexual assault. Furthermore, by placing at least some of the fault with the victim, the rapist deemphasizes his culpability and involvement in the assault, becoming the passive party instead of the active one. Since military culture is traditionally more conservative and people serving in the military are likely to subscribe to these cultural values, they may also believe in more traditional gender roles, which allow them to justify sexual assault.

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<sup>55</sup> Gerald H. Burgess, "Assessment of Rape-Supportive Attitudes and Beliefs in College Men: Development, Reliability, and Validity of the Rape Attitudes and Beliefs Scale," *Journal of Interpersonal Violence* (Sage Publications) 20 (August 2007).

<sup>56</sup> Jessica Valenti, *He's a Stud, She's a Slut and 49 Other Double Standards Every Woman Should Know* (Berkeley, California: Seal Press, 2008).

<sup>57</sup> Gerald H. Burgess, "Assessment of Rape-Supportive Attitudes and Beliefs in College Men: Development, Reliability, and Validity of the Rape Attitudes and Beliefs Scale," *Journal of Interpersonal Violence* (Sage Publications), August 2007: 20.

<sup>58</sup> Ibid.

<sup>59</sup> Ibid.

#### **D. MILITARY CULTURE AND PERCEPTIONS OF SEXUAL HARASSMENT AND SEXUAL ASSAULT**

Across the spectrum, civilian culture in the United States is stereotypically viewed from generous and creative to materialistic, corrupt, and self-indulgent. Military culture may be viewed as honest, hard working, disciplined, intolerant, rigid, and overly cautious.<sup>60</sup> Civilian and military culture differ in many ways, with military culture based much more centrally on traditional beliefs and concepts of masculinity, which valorize the model for the perfect warrior-soldier.<sup>61</sup>

Military culture distinguishes itself from civilian culture by trending more conservative, with high standards of discipline, a “warrior” ethos of loyalty and self-sacrifice, and ceremony and etiquette that emphasize unit cohesion and “*esprit de corps* that connect(s) service members to each other.”<sup>62</sup> People who enter the military self-select into that particular culture, showing that they differ from people who opt out of entering military service or are otherwise unable to serve.

Because differences exist between those who choose to enter the military and those who do not, perceptions of what constitutes sexual harassment and sexual assault may also differ between men and women serving in the Navy and their civilian counterparts. As women are playing a more important role in the military and are closer to serving in combat positions, “they often have to conform to masculine standards of behavior, yet succeeding as warriors invites sexual harassment ...and sexual assault.”<sup>63</sup> The differences between the genders and the “warrior ethos” may contribute to the reticence some service members express toward reporting incidences of sexual harassment and sexual assault.

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<sup>60</sup> Paul Gronke and Peter D. Feaver, “Uncertain Confidence: Civilian and Military Attitudes About Civil-Military Relations,” Paper, Triangle Institute for Security Studies (2000), 27.

<sup>61</sup> Geoffrey W. Bateman, “Military Culture: United States,” *GLBTQ Social Sciences*, 2004, [http://www.glbtq.com/social-sciences/military\\_culture\\_us,3.html](http://www.glbtq.com/social-sciences/military_culture_us,3.html) (accessed January 12, 2010).

<sup>62</sup> Ibid.

<sup>63</sup> Ibid.

## **E. MEN AND WOMEN'S PERCEPTIONS OF SEXUAL ASSAULT AND SEXUAL HARASSMENT**

### **1. Women's Perceptions**

According to one study with men and women between the ages of 36 and 44 working at a transportation company and college students between 18 and 25 years old, women's definitions of sexual harassment were broader than those of men.<sup>64</sup> Basically, women identified a greater range of behavior, attitudes, and work environments as sexually harassing than did men. Whether the work environment is sexualized (having nude pictures or other objects or pictures of a sexual nature in public spaces or work spaces) or non-sexualized also plays heavily into whether women believe sexual harassment is occurring. Women who work in a sexualized work environment are less likely to conclude that harassing behavior is actually harassment; they are more likely to brush off harassment as a normal part of the workday.<sup>65</sup> Whereas, women working in a non-sexualized environment have a greater likelihood of believing that sexual harassment is occurring.<sup>66</sup> Basically, a sexualized work environment may dampen a woman's perception of sexual harassment.

Additionally, prior experience with sexual harassment will influence women's judgment of witnessing further sexual harassment. Women who have been sexually harassed are more inclined to believe that sexual harassment has occurred in any future cases they witness or hear about based on their own prior experience.<sup>67</sup> They are also more likely to use the legal definition of sexual harassment to conclude that a situation is sexual harassment than men or women who have not experienced sexual harassment.<sup>68</sup> Thus, personal experience with sexual harassment will change a woman's perception of events regardless of whether a personal or legal standard is used.

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<sup>64</sup> Barbara A. Gutek, Margaret Stockdale, Tracel M. Geer and Renee Melancon Maureen O'Connor, "Explaining Sexual Harassment Judgments: Looking Beyond the Gender of the Rater," *Law and Human Behavior* 28 (February 2004).

<sup>65</sup> *Ibid.*, 27.

<sup>66</sup> *Ibid.*

<sup>67</sup> *Ibid.*

<sup>68</sup> *Ibid.*

Whether a career field is primarily populated by men or women, as well as occupation type, also tend to influence women's perceptions of what constitutes sexual harassment and sexual assault. Women who work in traditionally-male fields tend to experience greater amounts of harassment than do women in traditionally-female fields.<sup>69</sup> However, women in traditionally-male occupations are the least likely to perceive instances of sexual harassment; in other words, when harassment occurs, women who work in male-dominated career fields are more likely to conclude that the behavior does not constitute harassment.<sup>70</sup> One study conducted by Burgess and Borgida examined how a woman's occupational type influenced how three specific types of sexual harassment including unwanted sexual attention, gender harassment, and sexual coercion men and women perceived. Traditional female-dominated (clerical) and non-traditional male-dominated (management) occupations were considered. The authors of this particular study concluded that the participants of the study were less likely to perceive acts as sexually harassing when the female victim of sexual harassment worked in a non-traditional occupation.<sup>71</sup>

Conversely, women who work in fields where men and women are equally represented, or women are the predominant sex, are more likely to conclude and label harassing behavior as harassment.<sup>72</sup> Thus, when assessing harassment allegations, occupational field becomes important. This also suggests that women in the Navy are more likely than women in many civilian organizations to conclude that harassing behaviors are not truly harassment.

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<sup>69</sup> Evelyn M. Maeder & Richard L. Wiener & Ryan Winter, "Does a Truck Driver See What a Nurse Sees? The Effects of Occupation Type on Perceptions of Sexual Harassment," *Sex Roles* (Springer Science + Business Media, LLC) 56 (May 2007): 9.

<sup>70</sup> Ibid.

<sup>71</sup> Diana Burgess and Eugene Borgida, "Sexual Harassment: An Experimental Test of Sex-Role Spillover Theory," *Personality and Social Psychology Bulletin* 23, no. 1 (1997): 63-75.

<sup>72</sup> Evelyn M. Maeder & Richard L. Wiener & Ryan Winter, "Does a Truck Driver See What a Nurse Sees? The Effects of Occupation Type on Perceptions of Sexual Harassment," *Sex Roles* (Springer Science + Business Media, LLC) 56 (May 2007): 9.

## 2. Men's Perceptions

Because men define sexual harassment more narrowly than do women, they may engage in harassing behavior without realizing that women perceive their actions as harassing. Similarly, many college men will admit to engaging in activities that constitute sexual assault, provided that the activities are defined without using the words "sexual assault."<sup>73</sup> Men tend to believe rape myths more than do women, allowing them to justify their behavior as something other than sexual assault: "men endorse rape myths on existing measures at significantly higher rates than women."<sup>74</sup> Specifically, Burgess finds that, of 368 men and 359 women in terms of rape attitudes and beliefs, men had a mean score of 105.20 with a standard deviation of 20.41; meaning that on a scale of 50 to 200, the majority of men scored between 84.79 and 125.61.<sup>75</sup> The higher the score, the more the person holds attitudes and beliefs that contribute to rape.<sup>76</sup> Women had a mean of 84.03 with a standard deviation of 14.1, meaning that the majority of women had scores ranging from 69.93 to 98.13, markedly lower than men's scores.<sup>77</sup> Furthermore, roughly 23 percent of college men surveyed admit to acts that meet the legal definition of rape when those acts are described, but not strictly defined, as rape.<sup>78</sup> Thus, the perception that they are not actually raping may allow some men to commit those acts.

Whether a man works in a male-dominated or female-dominated field also determines the amount and severity of sexual harassment. Men working in traditionally-male occupations are more likely to conclude that sexual harassment had occurred in a

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<sup>73</sup> Gerald H. Burgess, "Assessment of Rape-Supportive Attitudes and Beliefs in College Men: Development, Reliability, and Validity of the Rape Attitudes and Beliefs Scale," *Journal of Interpersonal Violence* (Sage Publications), August 2007: 20.

<sup>74</sup> Ibid.

<sup>75</sup> Ibid.

<sup>76</sup> Ibid.

<sup>77</sup> Ibid.

<sup>78</sup> Ibid.



particular scenario than do men in gender-neutral or traditionally female occupations: “men in men’s traditional occupations provided the most sensitive judgments of sexual harassment.”<sup>79</sup>

Conversely, one study, “Attitudes and Perceptions of Workers to Sexual Harassment” by McCabe and Hardman, the authors investigated how individual and organizational (gender ratio, sexual harassment policies, and the role of employers) factors related to workers’ perceptions of sexual assault.<sup>80</sup> The authors of this investigation conducted two separate studies. In the first study, participant workers were from a large, white-collar organization. Blue-collar workers, a more masculine sect, from a smaller organization comprised the second study. McCabe and Hardman concluded that the workers in the second study experienced higher rates of sexual harassment, had higher tolerances for sexual harassment, and did not perceive as many behaviors as sexually harassing as did the workers from the first study.

## **F. SUMMARY**

A key factor in sexual harassment and sexual assault appears to be adherence to traditional gender roles and values by the perpetrator. Occupation also determines the likelihood of sexual harassment. Men and women who work in a field dominated by the opposite gender are both at higher risk to experience sexual harassment. Women who work in male-dominated fields are less likely to conclude a situation is sexual harassment than are men who work in male-dominated fields; the reverse also proves true. Thus, exposure to sexual harassment may affect women’s decision-making process more than it does for men. This also holds true in that men are more likely than women to believe rape myths. The present study seeks to determine whether the differences in perception between men and women extend to Navy Officers.

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<sup>79</sup> Evelyn M. Maeder & Richard L. Wiener & Ryan Winter, "Does a Truck Driver See What a Nurse Sees? The Effects of Occupation Type on Perceptions of Sexual Harassment," *Sex Roles* (Springer Science + Business Media, LLC) 56 (May 2007): 9.

<sup>80</sup> Marita P. McCabe and Lisa Hardman, "Attitudes and Perceptions of Workers to Sexual Harassment," *The Journal of Social Psychology* 145, no. 6 (2005): 719.

### III. METHODOLOGY

#### A. INTRODUCTION

To address these research questions, the authors of this thesis conducted a survey of active duty U.S. Navy officers at the Naval Postgraduate School (NPS) in Monterey, CA, about their opinions related to issues of sexual harassment and sexual assault. The NPS survey was administered electronically, via Survey Monkey®, during the month of December 2009.

In addition to the NPS Perceptions of Sexual Assault and Sexual Harassment survey (Appendix A), this thesis relies on survey results from the DMDC 2008 Service Academy Gender Relations Survey (Appendix B),<sup>81</sup> and peer-reviewed studies of gender perceptions. The DMDC survey assesses sexual assault and sexual harassment at the military service academies. The NPS survey is loosely modeled after the 2008 DMDC and the 2009 Inspector General Sexual Assault Victim's Intervention (SAVI) program surveys, and it contains both direct question and answer format and situational response questions.

Because only U.S. Navy personnel within NPS were surveyed, the number of respondents was small in comparison with more comprehensive Department of Defense-wide surveys, such as the 2008 DMDC survey and the 2009 Inspector General (IG) Sexual Assault Victim Intervention (SAVI) Program Awareness Survey<sup>82</sup> that address similar issues. Also, the sample may suffer from bias, as this is a non-random sampling of membership within a group, the military, whom are hypothesized to have similar ethical attitudes and behaviors. All three surveys were used in this research because the NPS survey addresses perceptions of Navy-specific incidences of sexual harassment and sexual assault within the Navy, while the DMDC and IG surveys is a military service

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<sup>81</sup> Defense Manpower Data Center (DMDC), *2008 Service Academy Gender Relations Survey*, DMDC Report, Office of the Under Secretary of Defense for Personnel and Readiness (Arlington, VA: DMDC, 2008), 362.

<sup>82</sup> Naval Inspector General, *Department of the Navy Personnel*, 2009, <http://www.ig.navy.mil/sastudy.htm> (accessed September 10, 2009).

academy-wide and service branch-wide instruments that focus more on the sexual harassment and sexual assault climate, in general. Information obtained from peer-reviewed literature was also used to answer the question of the possible correlation between gender differences and the rise in sexual harassment and sexual assault incidents.

This chapter specifically discusses the methodology used to analyze the NPS survey. A thorough analysis has already been conducted with the DMDC survey. To begin the analysis of the NPS survey, two models were developed to measure the effects of gender and other demographic independent variables on the differences in perception by male and female U.S. Navy officers about sexual harassment and sexual assault. This model will also define the degree of difference in perception as well as the difference in views about sexual harassment and sexual assault prevention training availability and effectiveness between male and female U.S. Navy officers.

The authors of this thesis hypothesize that men are more likely to engage in language and behavior that they do not perceive as sexual harassment or assault, while women are more likely to perceive the same behaviors as sexual harassment or assault. Going on the assumption that there is a difference, the authors further hypothesize that men who do not perceive their language or behavior as harassment or assault will be more likely to engage in activities as harassment or assault; additionally, the authors expect to find significant variance in how men and women interpret sexual harassment and sexual assault..

### **1. Model for Differences in Perception by Male and Female U.S. Navy Officers as to What Constitutes Sexual Harassment and Sexual Assault**

This model was specified to answer the primary hypothesis suggested in this thesis as to what constitutes sexual harassment and sexual assault as perceived by male and female U.S. Navy officers and the degree of this difference. Raw data were extracted directly from survey results and were coded, first by yes or no responses, and then recoded into general categories as defined in the following model for use in statistical regression analysis:

Differences and degree of difference in perceptions by gender (sexual harassment and sexual assault) =  $\beta_0 + \beta_1$  (gender) +  $\beta_2$  (age) +  $\beta_3$  (ethnicity) +  $\beta_4$  (pay grade) +  $\beta_5$  (Navy community) +  $\beta_6$  (Geographic Region Predominately Raised ) +  $\beta_7$  (religion) +  $\beta_8$  (type of religion) +  $\beta_9$  (classifying sexual harassment) +  $\beta_{10}$  (classifying sexual assault) +  $\beta_{11}$  (Opinions regarding sexual assault) +  $\beta_{12}$  (Opinions regarding unwanted sexual attention) +  $\beta_{13}$  (Opinions regarding gender-related experiences) +  $\beta_{14}$  (Opinions regarding unwanted sexual contact) +  $\beta_{15}$  (Opinions regarding the reduction or growth of sexual harassment in the Navy) +  $\beta_{16}$  (Opinions regarding the reduction or growth of sexual assault in the Navy) +  $e_i$

## **2. Model for Difference in Opinions About Sexual Harassment and Sexual Assault Prevention Training Between Male and Female U.S. Navy Officers**

This model is similar to the previous model as it includes the same basic demographic information. However, it does not address opinions regarding sexual harassment and sexual assault; rather, it addresses solely the topic of sexual harassment and sexual assault education and training and the effectiveness of training as a whole and the effectiveness of the different methods of sexual harassment and sexual assault training delivery.

Differences in perceptions (sexual harassment and sexual assault training) =  $\beta_0 + \beta_1$  (gender) +  $\beta_2$  (age) +  $\beta_3$  (race/ethnicity) +  $\beta_4$  (pay grade) +  $\beta_5$  (Navy community) +  $\beta_6$  (Geographic Region Predominately Raised ) +  $\beta_7$  (religion) +  $\beta_8$  (type of religion) +  $\beta_9$  (education and training, effectiveness and method) +  $e_i$

## **B. HYPOTHESIZED EFFECTS OF EXPLANATORY VARIABLES**

The authors hypothesize that men are more likely to engage in language and behavior that they do not perceive as sexual harassment or assault, while women are more likely to perceive the same behaviors as sexual harassment or assault. Realizing that both men and women have received, as U.S. Naval Officers, the same level of sexual harassment and sexual assault training, they may apply their training differently in their lives. Also hypothesized is a significant variance in opinions of the interpretation of sexual harassment and sexual assault between the genders and the difference between the genders in perceptions of training effectiveness. Table 3 illustrates the hypothesized effects of the explanatory variables included in the models.

Table 3. Hypothesized efforts of Explanatory Variables

<b>Variable</b>	<b>Differences in Perception</b>	<b>Degree of Difference</b>	<b>Training effectiveness</b>
<b>Gender</b>	+	+	-
<b>Age</b>	+	+	-
<b>Race/Ethnicity</b>	+	+	-
<b>Pay Grade</b>	+	+	-
<b>Navy Officer Community</b>	+	+	+
<b>Geographic Region Predominately Raised</b>	+	+	-
<b>Religion</b>	+	+	-
<b>Type of Religion</b>	+	+	+
<b>Classifying sexual harassment</b>	+	+	+
<b>Classifying sexual assault</b>	+	+	+
<b>Opinions regarding sexual assault</b>	+	+	+
<b>Opinions on Education and Training, effectiveness and method</b>	+	+	+
<b>Opinions regarding unwanted sexual attention</b>	+	+	-
<b>Opinions regarding gender-related experiences</b>	+	+	-
<b>Opinions regarding unwanted sexual contact</b>	+	+	-
<b>Opinions regarding the reduction or growth of sexual harassment in the Navy</b>	+	+	-
<b>Opinions regarding the reduction or growth of sexual assault in the Navy</b>	+	+	-

## **C. SURVEY INTRODUCTION**

The primary source for data in this analysis was derived from a survey entitled “Perceptions of Sexual Assault and Sexual Harassment.” This survey was administered to U.S. Navy officers who were students or faculty at the Naval Postgraduate School (NPS). In addition to the NPS survey, the thesis relied on a survey analysis from the Defense Manpower Data Center (DMDC) 2008 Service Academy Gender Relations Survey<sup>83</sup> and peer-reviewed studies of gender perceptions. The DMDC survey assesses sexual assault and sexual harassment at the military service academies.

## **D. PROCEDURES FOR SURVEYS**

### **1. NPS Survey**

From the 2009 NPS survey responses, qualitative comments were compiled and sorted by gender. These comments were used to validate trends in perceptions that might exist. Also, a quantitative dataset was created from raw data and encoded for regression analysis. The regression analysis was performed using a commercial off-the-shelf statistical software application, STATA, to see the linear relationship between the dependent variables (the differences in perception of sexual harassment and sexual assault and the differences in perception of sexual harassment and sexual assault prevention training availability and effectiveness) and the independent variables, which are all demographic in nature.

The survey target population at NPS consisted of 10.3 percent women and 89.7 percent men. As shown in Table 4, the total number of survey respondents, classified into male and female respondents, is compared with the total population. Forty-four percent of the female population responded to the survey, while the response rate for males was 21 percent. There was an assumption that more responses would be received from men and from women, which proved to be correct due to the large difference in population. This difference indicates the probability of population bias. Additionally, population bias may exist because data were garnered strictly from U.S. Navy Officers

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<sup>83</sup> Defense Manpower Data Center (DMDC), *2008 Service Academy Gender Relations Survey*, DMDC Report, Office of the Under Secretary of Defense for Personnel and Readiness (Arlington, VA: DMDC, 2008), 362.

stationed at NPS, the authors believe that the results will still be significant. Only statistically significant comparisons were included in the thesis. Of those who started the survey, 189 participants, 90 percent (a total of 171 officers) completed the survey. Due to erroneous submissions, six of the completed surveys were deleted, leaving a total of 165 acceptable surveys.

Table 4. Perceptions of Sexual Assault and Sexual Harassment Survey (2009)  
Counts and Weighted Response Rates

	Population	Population Proportion	Samples (Responses)	Response Rate	Sample Proportion	Population/ Sample= Weights
NPS/USN	699 <sup>84</sup>	100%	165	24%	100%	
Men	627	89.7%	133	21%	80.6%	1.11
Women	72	10.3%	32	44%	19.4%	0.53

## 2. DMDC Survey

In the DMDC 2008 Service Academy Gender Relations Survey, students from three DoD Service Academies, the U.S. Military Academy (USMA), the U.S. Naval Academy (USNA), and the U.S. Air Force Academy (USFA), numbered 5,868. Excluded were students, who could not participate due to medical reasons, were on leave, those who were no longer a student at any of these academies, foreign nationals, and exchange students, leaving a remaining student population of 5,699. A total of 4,410 students completed the surveys. Of these, 1,444 were USNA students. For the purpose of this thesis, only the data for USNA students were derived from this survey. The data were weighted by adjusting for selection probability, non-responses, and known population values to reflect the Academy's population as of March 2008. The following table describes the overall population of those surveyed, defined by male and female respondents.

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<sup>84</sup> This information was taken from The Naval Postgraduate School Enrollment Report, 1<sup>st</sup> Quarter, 2010. Of the total enrollment and staffing of U.S. Navy personnel, 1050, 675 of these were resident students, 24 were Navy staff members, 248 were non-resident students, 87 were non-degree or certificate program students, and 19 were PhD students. For the purpose of this study, only resident students and Navy staff members were included as responses from the other classifications are highly improbable.

Table 5. Service Academy Gender Relations (SAGR) 2008 Counts and Weighted Response Rates

	<b>Population</b>	<b>Respondents</b>	<b>Weighted Response Rates (%)</b>
<b>Overall: All Service Branch Academies</b>	13,006	4,410	74
<b>Men</b>	10,664	2,568	73
<b>Women</b>	2,342	1,842	77
<b>USNA</b>	4322	1444	68
<b>Men</b>	3433	769	66
<b>Women</b>	889	675	74

Source: Derived from Defense Manpower Data Center 2008 Service Academy Gender Relations Survey, p. 8.

## E. SURVEY DATA

### 1. NPS Survey

This survey was specific in nature and was classified by the following topics:

- What is it? (What defines/constitutes the act of sexual harassment and sexual assault?)
- Education and training
- Unwanted sexual attention
- Unwanted sexual contact
- How are we doing? (What is the Navy's success or failure or addressing, responding to and preventing sexual harassment and sexual assault?)
- Demographics (including gender, age, military community, geographic region of upbringing, religious preference, and type of religion)

### 2. DMDC Survey

The survey was highly comprehensive and was classified by the following topics:

- Unwanted sexual contact
  - Unwanted sexual contact (two-item measure)



- Unwanted sexual contact rate (single-item measure)
- Specific behaviors experienced
- Combination of behaviors experienced
- Location of incident
- Summer experience
- Characteristics of the offender
- Alcohol/drug involvement
- Use of force
- Experience of sexual harassment/stalking
- Discussing of incident/support services
- Reasons for not reporting the incident
- Unwanted gender-related experiences
  - Sexual harassment
  - Categories of unwanted gender-related experiences associated with sexual harassment
    - Crude/offensive behavior
    - Unwanted sexual attention
    - Sexual coercion
  - Sexist behavior rates
  - Duration of the situation
  - Characteristics of the situation
  - Characteristics of the offender
  - Gender and number of offenders
  - Discussing/reporting experiences

- Response to reporting
  - Reasons for not reporting an incident
- Stalking behaviors
  - Stalking behavior rates
  - Discussion of behaviors experienced
- Culture
  - Preventing sexual harassment and sexual assault
  - Student leaders creating a culture of non-tolerance for sexual assault and sexual harassment
  - Personal barriers to reporting sexual assault and sexual harassment
  - Organizational barriers to reporting sexual assault and sexual harassment
  - Reporting students who engage in sexual assault and sexual harassment
  - Student perceptions of responsibility
- Training
  - Availability of sexual assault training
  - Effectiveness of sexual assault training
  - Availability of sexual harassment training
  - Effectiveness of sexual harassment training
  - Understanding prevention and response procedures
- Progress
  - Progress in reducing sexual assault
  - Progress in reducing sexual harassment

- Comparison of sexual assault at civilian colleges/universities
- Comparison of sexual harassment at civilian colleges/universities

The data was collected in March and April 2008 through focus group sessions and individual interviews, with separate sessions for men and women. The data was categorized by each service Academy, class year (Seniors: Class of 2008, Juniors: Class of 2009, Sophomores: Class of 2010, and Freshmen: Class of 2011), gender, and survey year (2008). This survey was analyzed by DMDC, and the portions of it that specifically relate to the U.S. Naval Academy were compared with results from the NPS survey.

## **F. VARIABLE DESCRIPTIONS**

### **1. Dependent Variables**

Two dependent variables are addressed in this research model, regressions of which reveal the degree of difference in opinions of survey respondents regarding sexual harassment and sexual assault and the perceived value of sexual harassment and sexual assault prevention training. These dependent variables are identified in Table 6.

Table 6. Dependent Variable Descriptions

<b>VARIABLE</b>	<b>DEFINITION</b>
Differences in perception and the degree of difference in perception by male and female U.S. Navy officers as to what constitutes sexual harassment and sexual assault	=1 if there is a difference in perception by male and female U.S. Navy officers as to what constitutes sexual harassment and sexual assault; else 0
Difference in opinions about sexual harassment and sexual assault prevention training between male and female U.S. Navy officers.	=1 if there is a difference in opinions about sexual harassment and sexual assault prevention training between male and female U.S. Navy officers; else 0

### **2. Independent Variables**

Independent variables identified in Table 7 include: gender; age; ethnicity; military pay grade; military community, or job specialty; the geographic region in which the respondent was raised; religion; the type of religion practiced; classifying sexual harassment and sexual assault; opinions regarding sexual assault; opinions on sexual

harassment and sexual assault education and training effectiveness and the effectiveness of the delivery methods; opinions regarding unwanted sexual attention; opinions regarding gender-related experiences; opinions regarding unwanted sexual contact; and opinions regarding the reduction or growth of sexual harassment in the Navy. Table 7 identifies the variable definitions and their encoding.

Table 7. Independent Variable Descriptions

<b>VARIABLE</b>	<b>DEFINITION</b>
<b>Gender</b>	
Female	=1 if respondent is female; else 0
Male	=1 if respondent is male; else 0
<b>Age</b>	
22-30	=1 if respondent is 22-30; else 0
31-40	=1 if respondent is 31-40; else 0
41-50	=1 if respondent is 41-50; else 0
51-60+	=1 if respondent is 51-60+; else 0
<b>Ethnicity</b>	
American Indian or Alaska Native	=1 if respondent is American Indian or Alaska Native; else 0
Asian	=1 if respondent is Asian; else 0
Black or African American	=1 if respondent is Black or African American; else 0
Native Hawaiian or Other Pacific Islander	=1 if respondent is Native Hawaiian or Other Pacific Islander; else 0
White	=1 if respondent is White; else 0
<b>Pay Grade</b>	
O-1/O-1E	=1 if respondent is O-1/O-1E; else 0
O-2/O-2E	=1 if respondent is O-2/O-2E; else 0
O-3/O-3E	=1 if respondent is O-3/O-3E; else 0
O-4	=1 if respondent is O-4; else 0
O-5	=1 if respondent is O-5; else 0
O-6	=1 if respondent is O-6; else 0
O-7 or above	=1 if respondent is O-7 or above; else 0
<b>Navy Officer Community</b>	
Unrestricted Line Officer	=1 if respondent is Unrestricted Line Officer or above; else 0
Restricted Line Officer	=1 if respondent is Restricted Line Officer or above; else 0
Staff Corps Officer	=1 if respondent is Staff Corps Officer or above; else 0
Special Duty Officer	=1 if respondent is Special Duty Officer or above; else 0

<b>VARIABLE</b>	<b>DEFINITION</b>
<b>Geographic Region Predominately Raised</b>	
Northeast region (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, New Jersey, New York, and Pennsylvania)	=1 if respondent if region of upbringing was Northeast region; else 0
Midwest region (Illinois, Indiana, Michigan, Ohio, Wisconsin, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota)	=1 if respondent if region of upbringing was Midwest region; else 0
South region (Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, West Virginia, Alabama, Kentucky, Mississippi, Tennessee, Arkansas, Louisiana, Oklahoma, and Texas)	=1 if respondent if region of upbringing was South region; else 0
West region (Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming, Alaska, California, Hawaii, Oregon, and Washington)	=1 if respondent if region of upbringing was West region; else 0
International	=1 if respondent if region of upbringing was International; else 0
<b>Religion</b>	
Protestant	=1 if respondent if religion is Protestant; else 0
Roman Catholic	=1 if respondent if religion is Roman catholic; else 0
Mormon	=1 if respondent if religion is Mormon; else 0
Jewish	=1 if respondent if religion is Jewish; else 0
Other	=1 if respondent if religion is Other; else 0
None or Unaffiliated	=1 if respondent if religion is None or Unaffiliated; else 0
Does not apply	=1 if respondent if religion is Does not apply; else 0
<b>Type of Religion</b>	
Fundamentalist	=1 if respondent if type of religion is Fundamentalist; else 0
Moderate	=1 if respondent if type of religion is Moderate; else 0
Progressive	=1 if respondent if type of religion is Progressive; else 0
Does not apply	=1 if respondent if type of religion is Does not apply; else 0

<b>VARIABLE</b>	<b>DEFINITION</b>
<b>Classifying Sexual Harassment and Sexual Assault:</b>	
<b>Discussing sexual activities</b>	
Sexual Harassment	=1 if Sexual Harassment; else 0
Sexual Assault	=1 if Sexual Assault; else 0
Neither Sexual Harassment nor Assault	=1 if Neither Sexual Harassment nor Assault; else 0
<b>Telling off-color jokes</b>	
Sexual Harassment	=1 if Sexual Harassment; else 0
Sexual Assault	=1 if Sexual Assault; else 0
Neither Sexual Harassment nor Assault	=1 if Neither Sexual Harassment nor Assault; else 0
<b>Unnecessary touching</b>	
Sexual Harassment	=1 if Sexual Harassment; else 0
Sexual Assault	=1 if Sexual Assault; else 0
Neither Sexual Harassment nor Assault	=1 if Neither Sexual Harassment nor Assault; else 0
<b>Displaying sexually suggestive pictures</b>	
Sexual Harassment	=1 if Sexual Harassment; else 0
Sexual Assault	=1 if Sexual Assault; else 0
Neither Sexual Harassment nor Assault	=1 if Neither Sexual Harassment nor Assault; else 0
<b>Using demeaning or inappropriate terms, such as "Babe"</b>	
Sexual Harassment	=1 if Sexual Harassment; else 0
Sexual Assault	=1 if Sexual Assault; else 0
Neither Sexual Harassment nor Assault	=1 if Neither Sexual Harassment nor Assault; else 0
<b>Using indecent gestures</b>	
Sexual Harassment	=1 if Sexual Harassment; else 0
Sexual Assault	=1 if Sexual Assault; else 0
Neither Sexual Harassment nor Assault	=1 if Neither Sexual Harassment nor Assault; else 0
<b>Using crude and offensive language</b>	
Sexual Harassment	=1 if Sexual Harassment; else 0
Sexual Assault	=1 if Sexual Assault; else 0
Neither Sexual Harassment nor Assault	=1 if Neither Sexual Harassment nor Assault; else 0
<b>Ignoring the objections to sexual advances</b>	
Sexual Harassment	=1 if Sexual Harassment; else 0
Sexual Assault	=1 if Sexual Assault; else 0
Neither Sexual Harassment nor Assault	=1 if Neither Sexual Harassment nor

<b>VARIABLE</b>	<b>DEFINITION</b>
	Assault; else 0
<b>Unwanted sexual contact against the will and without consent</b>	
Sexual Harassment	=1 if Sexual Harassment; else 0
Sexual Assault	=1 if Sexual Assault; else 0
Sexual Assault	=1 if Neither Sexual Harassment nor Assault; else 0
<b>Granting job favors to those who participate in consensual sexual activity</b>	
Sexual Harassment	=1 if Sexual Harassment; else 0
Sexual Assault	=1 if Sexual Assault; else 0
Neither Sexual Harassment nor Assault	=1 if Neither Sexual Harassment nor Assault; else 0
<b>Opinions regarding sexual assault:</b>	
<b>Would know what to do if I were sexually assaulted at my command</b>	
Strongly Agree	=1 if Strongly Agree; else 0
Agree	=1 if Agree; else 0
Disagree	=1 if Disagree; else 0
Strongly Disagree	=1 if Strongly Disagree; else 0
<b>Feel free to report sexual assault</b>	
Strongly Agree	=1 if Strongly Agree; else 0
Agree	=1 if Agree; else 0
Disagree	=1 if Disagree; else 0
Strongly Disagree	=1 if Strongly Disagree; else 0
<b>Sexual assault training is taken seriously by the Navy</b>	
Strongly Agree	=1 if Strongly Agree; else 0
Agree	=1 if Agree; else 0
Disagree	=1 if Disagree; else 0
Strongly Disagree	=1 if Strongly Disagree; else 0
<b>Sexual assault is a problem in the Navy</b>	
Strongly Agree	=1 if Strongly Agree; else 0
Agree	=1 if Agree; else 0
Disagree	=1 if Disagree; else 0
Strongly Disagree	=1 if Strongly Disagree; else 0
<b>The Navy is taking actions to prevent sexual assault</b>	
Strongly Agree	=1 if Strongly Agree; else 0
Agree	=1 if Agree; else 0
Disagree	=1 if Disagree; else 0
Strongly Disagree	=1 if Strongly Disagree; else 0

<b>VARIABLE</b>	<b>DEFINITION</b>
<b>Sexual assaults of any kind are crimes punishable under the Uniformed Code of Military Justice (UCMJ)</b>	
Strongly Agree	=1 if Strongly Agree; else 0
Agree	=1 if Agree; else 0
Disagree	=1 if Disagree; else 0
Strongly Disagree	=1 if Strongly Disagree; else 0
<b>Education and training:</b>	
<b>Periodicity of General Military Training (GMT) Received:</b>	
Last three months	=1 if Last three months; else 0
Last six months	=1 if Last six months; else 0
Last nine months	=1 if Last nine months; else 0
Within the last year	=1 if Within the last year; else 0
Never	=1 if Never; else 0
<b>Effectiveness of training in reducing or preventing sexual harassment or sexual assault</b>	
<b>Sexual Harassment</b>	
Highly effective	=1 if Highly effective; else 0
Moderately effective	=1 if Moderately effective; else 0
Slightly effective	=1 if Slightly effective; else 0
Not at all effective	=1 if Not at all effective; else 0
Does not apply; have not had training	=1 if Does not apply; else 0
<b>Sexual Assault</b>	
Highly effective	=1 if Highly effective; else 0
Moderately effective	=1 if Moderately effective; else 0
Slightly effective	=1 if Slightly effective; else 0
Not at all effective	=1 if Not at all effective; else 0
Does not apply; have not had training	=1 if Does not apply; else 0
<b>Effectiveness of training methods:</b>	
<b>Small group discussions among students</b>	
Highly effective	=1 if Highly effective; else 0
Moderately effective	=1 if Moderately effective; else 0
Slightly effective	=1 if Slightly effective; else 0
Not at all effective	=1 if Not at all effective; else 0
Does not apply; have not had training	=1 if Does not apply; else 0
<b>Small group discussion with faculty/staff</b>	
Highly effective	=1 if Highly effective; else 0
Moderately effective	=1 if Moderately effective; else 0
Slightly effective	=1 if Slightly effective; else 0
Not at all effective	=1 if Not at all effective; else 0
Does not apply; have not had training	=1 if Does not apply; else 0



<b>VARIABLE</b>	<b>DEFINITION</b>
<b>Presentations by experts (legal, counseling, researchers, etc.)</b>	
Highly effective	=1 if Highly effective; else 0
Moderately effective	=1 if Moderately effective; else 0
Slightly effective	=1 if Slightly effective; else 0
Not at all effective	=1 if Not at all effective; else 0
Does not apply; have not had training	=1 if Does not apply; else 0
<b>Presentations by victims</b>	
Highly effective	=1 if Highly effective; else 0
Moderately effective	=1 if Moderately effective; else 0
Slightly effective	=1 if Slightly effective; else 0
Not at all effective	=1 if Not at all effective; else 0
Does not apply; have not had training	=1 if Does not apply; else 0
<b>Presentations by institution staff</b>	
Highly effective	=1 if Highly effective; else 0
Moderately effective	=1 if Moderately effective; else 0
Slightly effective	=1 if Slightly effective; else 0
Not at all effective	=1 if Not at all effective; else 0
Does not apply; have not had training	=1 if Does not apply; else 0
<b>Plays, dramatizations, role playing presentations</b>	
Highly effective	=1 if Highly effective; else 0
Moderately effective	=1 if Moderately effective; else 0
Slightly effective	=1 if Slightly effective; else 0
Not at all effective	=1 if Not at all effective; else 0
Does not apply; have not had training	=1 if Does not apply; else 0
<b>Training in basic character</b>	
Highly effective	=1 if Highly effective; else 0
Moderately effective	=1 if Moderately effective; else 0
Slightly effective	=1 if Slightly effective; else 0
Not at all effective	=1 if Not at all effective; else 0
Does not apply; have not had training	=1 if Does not apply; else 0
<b>Opinions regarding unwanted sexual attention:</b>	
<b>An NPS student receives several comments from a professor regarding the student's attractiveness and is asked questions of a personal nature within the course of conversations initiated by the professor. As a result of this, the student transfers to another section of the course under a different instructor:</b>	

<b>VARIABLE</b>	<b>DEFINITION</b>
<b>Is this a case of sexual unwanted attention?</b>	
Yes	=1 if Yes; else 0
No	=1 if No; else 0
<b>Should the student have confronted the professor about the comments?</b>	
Yes	=1 if Yes; else 0
No	=1 if No; else 0
<b>Did the student overreact to the comments made by the professor?</b>	
Yes	=1 if Yes; else 0
No	=1 if No; else 0
<b>Should the student have reported the comments?</b>	
Yes	=1 if Yes; else 0
No	=1 if No; else 0
<b>Opinions regarding gender-related experiences:</b>	
<b>During deployment, the XO of a ship institutes a policy that no male/female interaction in staterooms will occur behind closed doors, however, female/female and male/male interactions are permissible behind closed doors, even when two people are not roommates:</b>	
<b>Is this a case of gender discrimination?</b>	
Yes	=1 if Yes; else 0
No	=1 if No; else 0
<b>Is this a good policy to prevent accusations of sexual assault or harassment?</b>	
Yes	=1 if Yes; else 0
No	=1 if No; else 0
<b>Is this policy disrespectful of ship members' integrity and professionalism?</b>	
Yes	=1 if Yes; else 0
No	=1 if No; else 0
<b>Opinions regarding unwanted sexual contact:</b>	

<b>VARIABLE</b>	<b>DEFINITION</b>
<b>Two officers frequently pass each other in a p-way. When they pass, one of the officers rubs against the other, but apologizes, blaming the rocking of the ship. This occurs several times, yet the officer who was rubbed made no comment:</b>	
<b>Is this unwanted sexual contact?</b>	
Yes	=1 if Yes; else 0
No	=1 if No; else 0
<b>Should the officer who was rubbed make a comment?</b>	
Yes	=1 if Yes; else 0
No	=1 if No; else 0
<b>One day, these same two officers are going up a ladder well to get to their watch station, the officer behind grabs the officer in front by the hips and presses full length against the officer for several seconds. When confronted, the officer who grabbed the other officer claims the officer who was grabbed seemed about to slip. The officer who was grabbed claims there was no conceivable way the other officer could come to that conclusion:</b>	
<b>Is this unwanted sexual contact?</b>	
Yes	=1 if Yes; else 0
No	=1 if No; else 0
<b>Is the officer who was grabbed being too sensitive?</b>	
Yes	=1 if Yes; else 0
No	=1 if No; else 0
<b>Did the officer misinterpret the situation?</b>	
Yes	=1 if Yes; else 0
No	=1 if No; else 0
<b>What factor(s) do you believe could have contributed to this situation? (Select all that apply):</b>	
Lack of military protocol	=1 if Lack of military protocol; else 0
Ineffective or inadequate training	=1 if Ineffective or in adequate training; else 0
Social situations	=1 if Social situations; else 0

<b>VARIABLE</b>	<b>DEFINITION</b>
Mixed gender crews	=1 if Mixed gender crews; else 0
Relaxed command climate	=1 if Relaxed command climate; else 0
Remote location	=1 if Remote location; else 0
Other	=1 if Other; else 0
<b>Opinions regarding the reduction or growth of sexual harassment in the Navy:</b>	
<b>In your opinion, has sexual harassment become more or less of a problem since you entered the Navy? (Mark one.)</b>	
Less of a problem	=1 if Less of a problem; else 0
About the same	=1 if About the same; else 0
More of a problem	=1 if More of a problem; else 0
<b>Opinions regarding the reduction or growth of sexual assault in the Navy</b>	
<b>In your opinion, has sexual assault become more or less of a problem since you entered the Navy? (Mark one.)</b>	
Less of a problem	=1 if Less of a problem; else 0
About the same	=1 if About the same; else 0
More of a problem	=1 if More of a problem; else 0

After the initial encoding of the data, further encoding was performed to group the variables into categories. The Codebook that defines the variables and their encoding is contained in Appendix B.

## **G. DATA SAMPLES AND DESCRIPTIVE STATISTICS**

As differing perceptions, by gender, regarding sexual harassment and sexual assault are the primary focus for this thesis, the key independent variables are the gender variables, female and male. Table 8 provides a gender distribution of the survey participants from which these data have been derived as noted previously.

Table 8. Distributions by Gender

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative</b>
Female	32	19.39	19.39
Male	133	80.61	100.00
<b>Total</b>	165	100.00	

The results of the survey are analyzed and described in the following chapter. The survey results are used to examine the hypothesized relationship between demographic variables, particularly gender, and perceptions of sexual harassment and sexual assault. Further, the results are assessed to determine if demographic factors are correlated with views about the availability and effectiveness of training to prevent harassment and assault.

## IV. RESULTS

### A. ANALYSIS OF 2009 NAVAL POSTGRADUATE SCHOOL (NPS) PERCEPTIONS OF SEXUAL ASSAULT AND SEXUAL HARASSMENT SURVEY

#### 1. Demographic Distributions by Gender

Before presenting the results of the statistical analysis, it is important to examine the demographic composition of the survey respondents. The demographics are presented textually and in the table below. Demographic variables include gender, age, ethnicity, military pay grade, Navy officer community, the geographic region in which the respondent was primarily raised, religion, and the type of religion the respondent reported to have practiced. Table 9 provides the demographic distribution, by gender, of the survey participants. In nineteen cases, the survey participant failed to report a gender or age. Due to the importance of the gender variables, in particular, observations with such missing values were deleted from the study. In addition to missing gender and age values, the respondents did not report other types of demographic information, leaving certain survey information fields blank. To account for the difference in the totals of the survey categories and the totals of the gender distributions illustrated in Table 8, an “Other or Not Reported” category was created and the difference was applied.

Table 9. Demographic Distributions by Gender

<b>Demographic</b>	<b>Male Respondents</b>	<b>Female Respondents</b>	<b>Male Percentage</b>	<b>Female Percentage</b>
<b>AGE</b>				
22-30	39	17	<b>53.1</b>	29.3
31-40	78	8	25.0	<b>58.6</b>
41-50	15	6	18.8	11.4
51-60	1	1	3.1	0.7
Total Age Groups	133	32	100	100
<b>ETHNICITY</b>				
American Indian and Alaska Native	2	0	0	1.5
Asian	5	2	6.2	3.7
Black and African American	7	3	9.4	5.3
Native Hawaiian and Other	3	0		2.3

<b>Demographic</b>	<b>Male Respondents</b>	<b>Female Respondents</b>	<b>Male Percentage</b>	<b>Female Percentage</b>
Pacific Islander				
White	114	26	<b>81.3</b>	<b>85.7</b>
<i>Other or Not Reported</i>	2	1	3.1	1.5
Total Ethnic Groups	133	32	100	100
<b>PAY GRADE</b>				
O-1/O-1E	2	1	3.1	1.5
O-2/O-2E	4	2	6.2	3.0
O-3/O-3E	83	19	<b>59.4</b>	<b>62.4</b>
O-4	29	4	12.5	21.8
O-5	13	3	9.4	9.8
O-6	2	3	9.4	1.5
O-7 or Above	0	0	0	0
Other or Not Reported	0	0	0	0
Total Pay Grade	133	32	100	100
<b>NAVY OFFICER COMMUNITY</b>				
Unrestricted Line	60	15	<b>46.9</b>	<b>45.1</b>
Restricted Line	49	12	37.5	36.8
Staff Corps	21	3	9.4	15.8
Special Duty	3	0	0	2.3
Other or Not Reported	0	2	6.2	0
Total Navy Officer Community	133	32	100	100
<b>GEOGRAPHIC REGION OF UPBRINGING</b>				
Northeast Region	20	4	12.5	15.0
Midwest Region	34	0	0	25.6
South Region	34	13	40.6	25.6
West Region	40	15	<b>46.9</b>	<b>30.1</b>
International	5	0	0	3.7
Other or Not Reported	0	0	0	0
Total Geographic Region of Upbringing	133	32	100	100
<b>RELIGION</b>				
Protestant	46	11	<b>34.4</b>	<b>34.6</b>
Roman Catholic	35	10	31.3	26.3
Mormon	4	0	0	3.0
Jewish	1	1	3.1	0.7
Other	11	4	12.5	8.3
None or Unaffiliated	36	5	15.6	27.1
Not Reported	0	1	3.1	0
Total Religion	133	32	100	100

Demographic	Male Respondents	Female Respondents	Male Percentage	Female Percentage
<b>TYPE OF RELIGION</b>				
Fundamentalist	19	4	12.5	14.2
Moderate	55	16	50	<b>41.4</b>
Progressive	3	2	6.2	2.3
Does not apply	55	10	<b>31.3</b>	<b>41.4</b>
Other or not reported	1	0	0	0.7
Total Type of Religion	133	32	100	100

## 2. Explanation of Demographics

### a. Gender

Table 8 in Chapter III indicates that roughly 80 percent of the survey respondents were male and 20 percent were female. This is reasonable, as women comprise approximately 15 percent of the Navy's active-duty officers in pay grades O-3 to O-5; however, women actually represent only 10 percent of the survey target population at NPS.<sup>85</sup> So, despite their relatively small population at NPS, women, responded in proportionately larger numbers than did men.

### b. Age

As illustrated in Table 9, the greatest numbers of male respondents are in the 31–40 year age range. The next largest groups of responders are in the 21–30 year age range. The 41–50 and 51–60 and older age ranges are minimal in comparison. This table also shows the greatest numbers of female respondents are in the 22–30 year age range. The next largest groups of responders are in the 31–40 year age range followed closely by the 41–50 year age range. The number of respondents in the 51–60 and older age range is minimal.

The different age ranges between the majority of male and female respondents may affect the survey results if age correlates with the person's reaction to possible sexual harassment or sexual assault. The fact that female respondents were

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<sup>85</sup> *FY 2007 Active Component Officer Corps by Pay Grade, Service, and Gender*, 2007, [http://prhome.defense.gov/poprep2007/appendixb/b\\_38.html](http://prhome.defense.gov/poprep2007/appendixb/b_38.html) (accessed March 8, 2010).



overall younger than male respondents, and therefore have less practical experience in the Navy may also influence responses. Indeed, these data show an 18- year gap between the oldest male respondent and the youngest female respondent in the most densely populated age groups.

*c. Ethnicity*

Table 9 shows the percentage distribution of respondents by the ethnic group. Of the men and women who took the survey, the majority are White (over 80 percent), with relatively small percentages of representation in the other ethnic groups. Arguably, the overwhelmingly White perspective of the responders might differ from the views of a more diverse population. In the Navy as a whole, Whites comprise about 83 percent of active-duty officers. The proportion of Blacks in the Navy's active-duty officer corps is approximately 8 percent, while Asians make up around 4 percent.<sup>86</sup> The ethnic distribution of survey respondents is roughly similar to that of the Navy's commissioned officers as a whole.

*d. Military Pay Grade*

The military pay grades of each Navy officer who responded to the survey are displayed in Table 9. A majority of the respondents, both male and female, were O-3/O-3E Lieutenants. O-4 Lieutenant Commander respondents were the next largest response group. Female O-5 Commander and O-2 Lieutenant Junior Grade officers had the same response rate, while there were far fewer male O-2 officers in the sample when compared with male O-5 officers. Proportionately more female O-6 Captains were in the sample than were their male counterparts.

Thus, the majority of male and female officers who responded had completed at least two tours in a leadership position. As junior officers, their perspectives would arguably differ from those of more senior officers due to job focus as well as experience. While O-4s have more leadership experience, their job focus is still

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<sup>86</sup> Directorate for Accession Policy, Office of the Under Secretary of Defense (Personnel and Readiness), "Population Representation in the Military Services: Fiscal Year 2007," 2009, [http://prhome.defense.gov/PopRep2007/appendixb/b\\_25.html](http://prhome.defense.gov/PopRep2007/appendixb/b_25.html) (accessed March 15, 2010).

more narrowly based than that of O-5s and above. As a result, the perspective of their responses may focus less on the broader spectrum of the Navy as a whole.

*e. Navy Officer Communities*

The division of Navy Officer Communities represented in the sample can be seen in Table 9. The communities include Unrestricted Line officers (e.g., Surface Warfare, Submarine Warfare, Aviation, and Special Warfare), Restricted Line officers, (e.g., Engineering Duty, Aerospace Engineering Duty, Aerospace Maintenance, Naval Intelligence, Information Warfare, Public Affairs, Naval Oceanographers, Information Professionals, and Human Resources), Staff Corps (e.g., Medical, Dental, Nurse, Medical Service, Chaplain, Supply, Civil Engineer, and Judge Advocate General), and Special Duty (e.g., Permanent Military Professor, Information Warfare, Information Professional, Merchant Marine, Intelligence, Public Affairs, Meteorology/Oceanography, and Cyber Warfare Engineer).<sup>87</sup>

The overall attitude and culture of officers in separate Navy officer communities are not homogenous. Due to training and indoctrination, for example, Surface Warfare Officers likely have a very different perspective from that of, say, Naval Aviators, who in turn differ from officers in the Nurse Corps or the JAG Corps. With a little under half of all respondents coming from the Unrestricted Line community, the responses of the NPS sample may not necessarily reflect the experiences and beliefs of officers from other communities.

*f. Primary Geographic Region of Upbringing*

The geographic regions where the survey respondents were primarily raised were separated into five categories that include the West, South, Midwest, Northeast, and International regions and are illustrated in Table 9. The West region includes Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming,

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<sup>87</sup> These designators are further divided into codes, or designators, that will not be discussed in this thesis. There is an apparent overlap in designators between the Restricted Line and Special Duty officer communities that is due to additional training and qualifications necessary to be designated as a Special Duty Officer.

Alaska, California, Hawaii, Oregon, and Washington. The South region includes Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, West Virginia, Alabama, Kentucky, Mississippi, Tennessee, Arkansas, Louisiana, Oklahoma, and Texas. The Midwest region includes Illinois, Indiana, Michigan, Ohio, Wisconsin, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Northeast region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, New Jersey, New York, and Pennsylvania. The International region included participants who are U.S. Navy officers that were raised abroad.

As seen in Table 9, proportionately more officers in the sample of both men and women were raised in the Western United States. The Southern region closely followed for female respondents and the Southern and Midwest regions tied for the male respondents as a close second. No female respondents reported being raised in the Midwest or International regions. Different regions within the United States may have markedly different cultures. For example, few would argue that the mindsets and attitudes of people living in New Orleans are similar to those of people living in Los Angeles or in Boise. Stereotypically, people in the South are more conservative than people living on either coast. Since the culture people are raised in may affect their adult attitudes, knowing what region people grew up in may further understanding of how people formulate opinions regarding sexual harassment and assault.

***g. Religious Affiliation of Survey Respondents***

Table 9 also shows the religious affiliations of the survey respondents. Female respondents were evenly divided between the Protestant and Roman Catholic religions and had small or no representation among the remaining religious groups listed in the survey. Men who responded to the survey reported religious affiliations comparable to that of women in the Protestant religion. The male respondent's affiliation with the Roman Catholic religion and the report of "non-affiliation" were almost identical in number.

Religions can vary greatly in terms of the messages they impart about appropriate sexual behavior and the roles of men and women in society. Similarly, the way people practice a religion can have a marked effect on how they live their lives. Orthodox Jews, for example, revere motherhood and require that women dress modestly at all times; yet, women are also allowed to own property, make their own contracts, and have a voice equal to the rabbi within the community.<sup>88</sup> Similarly, fundamentalist Christian sects often revere motherhood and exhort their female followers to dress modestly.<sup>89</sup> However, they also tend to give a women much less voice in the public sphere, and will not value a woman's opinion as equal that that of a pastor.<sup>90</sup> Since religion may strongly influence how people regard men and women and define their proper roles in society, it may also influence how followers view sexual harassment and assault.

A further breakdown of religious preferences was included in the survey to determine the type of religion – whether fundamentalist, moderate, or progressive – to determine the degree of religiosity of the respondent. This breakdown of the type of religion is included in Table 9. It appears that both male and female respondents who are religiously affiliated prefer a moderate religious type, but almost equal in number were those who reported that the religious type did not apply. Fundamentalist religious-type affiliations are also almost equal in number for both men and women, but much less reported than for moderates. Progressive religious-type affiliation was very small in comparison.

### **3. Classifying Sexual Harassment and Sexual Assault**

Survey participants were asked to rate different types of conduct into sexual harassment, sexual assault, and “neither sexual harassment nor assault” categories to determine their perception of each type of conduct. The topics listed were: discussing

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<sup>88</sup> *Judaism 101: The Role of Women*, <http://www.jewfaq.org/women.htm> (accessed January 10, 2010).

<sup>89</sup> Jessica Valenti, "The Purity Myth: How America's Obsession with Virginity is Hurting Young Women," 2009.

<sup>90</sup> G. Marti, "Deliverance and submission: evangelical women and the negotiation of patriarchy in South Korea," *Choise* 47, no. 4 (December 2009): 776.

sexual activities, telling off-color jokes, unnecessary touching, using sexual or inappropriate terms, such as “Babe,” using indecent gestures, using crude and offensive language, ignoring objections to sexual advances, unwanted sexual contact against the will and without consent, and granting job favors to those who participate in consensual activity. The results of this classification are illustrated in Table 10.

Table 10. Survey Participants’ Categorization of Sexual Harassment and Sexual Assault Conduct by Response Percentage Rates<sup>91</sup>

Activity	Sexual Harassment		Sexual Assault		Neither	
	Male %	Female %	Male %	Female %	Male %	Female %
*Discussing sexual activities	56	70	0	0	<b>45</b>	<b>30</b>
Discussing sexual activities	50	58	0	0	51	42
Unnecessary touching	49	49	55	52	5	6
Displaying sexually suggestive pictures	84	76	1	0	17	24
Using demeaning or inappropriate terms, such as "Babe"	72	79	1	0	29	21
Using indecent gestures	80	76	4	3	19	24
Using crude and offensive language	48	52	3	0	52	49
**Ignoring the objections to sexual advances	<b>61</b>	<b>61</b>	41	33	6	6
Unwanted sexual contact against the will and without consent	9	12	97	88	0	0
*Granting job favors to those who participate in consensual sexual activity	65	75	20	19	<b>23</b>	<b>6</b>

Table 10 shows several similarities and differences between men and women. Firstly, women are 70 percent and men are 56 percent likely to conclude that discussing one’s sexual activities constitutes sexual harassment; the literature supports this gap, since women are more inclined than men to believe a situation is sexual harassment. The other 45 percent of men do not believe discussing sexual harassment constitutes sexual assault, compared to 30 percent of women. There is also a 10 percentage point gap between men and women in regard to classifying granting job favors to those who participate in consensual sexual activity, with women believing this constitutes sexual

<sup>91</sup> (\*) Represents entries where a percentage point difference greater than 10 exists between the genders exists. (\*\*) Represents entries where there is no difference in perception between the genders.

harassment more than men. With the exception of discussing sexual harassment, the numbers for men and women remain within a few percentage points of each other.

Also noteworthy is the fairly even split between men and women who believe that unnecessary touching constitutes either sexual harassment or sexual assault. This either indicates that the question was too ambiguous, or that men and women are confused about what types of behavior make up sexual harassment and sexual assault. Twenty nine percent of men surveyed believe that using demeaning or inappropriate language is not sexual harassment, indicating a greater need for training in this area. Similarly, 12 percent of women and nine percent of men conclude that unwanted sexual contact is sexual harassment, rather than sexual assault; while these percentages are relatively low, they may indicate a lack of sufficient working definitions for sexual harassment and sexual assault in the fleet. Finally, 23 percent of men believe that granting job favors to those who participate in consensual sexual activity is neither sexual harassment nor sexual assault, indicating that they may believe such behaviors are acceptable.

#### **4. Opinions Regarding Sexual Assault**

Participants were also asked about the degree to which they agreed or disagreed with statements regarding sexual assault. The male and female responses are less similar in Table 11 than those in Table 10 where respondents were asked to classify sexual harassment and sexual assault. The differences between male and female perceptions regarding how seriously the Navy takes sexual assault are especially important because the Navy is a male-dominated workplace. By believing that the Navy is taking sexual assault seriously, men may more easily dismiss instances of sexual assault as individual aberrations, since they believe that the system is working effectively. As highlighted by the comments, which are listed later in the section, many men have neither personally witnessed nor heard of a sexual assault while in the Navy, and therefore believe that the Navy policy must be effective. These opinions are represented in Table 11.

Important revelations are that women do not agree as strongly as do men that sexual assault training is taken seriously by the Navy. Women also agree that sexual assault is a problem in the Navy as much as 23 percentage points more than men. Also,

the difference of 13 percentage points seen between male and female responses could indicate a lack of confidence in punishing sexual assaults under the UCMJ.

Table 11. Survey Participants Agreement or Disagreement with Sexual Assault Concepts by Response Percentage Rates<sup>92</sup>

Concept	Strongly Agree		Agree		Disagree		Strongly Disagree	
	Male %	Female %	Male %	Female %	Male %	Female %	Male %	Female %
I would know what to do if I were sexually assaulted at my command	57.1	62.5	40.6	37.5	6.0	3.1	0.0	0.0
I feel free to report sexual assault	60.9	56.2	39.0	34.3	3.7	12.5	0.0	0.0
Sexual assault training is taken seriously by the Navy	<b>42.0</b>	<b>28.1</b>	50.3	56.2	9.7	12.5	1.5	6.2
Sexual assault is a problem in the Navy	<b>6.0</b>	<b>15.6</b>	<b>38.3</b>	<b>62.5</b>	<b>53.3</b>	<b>25.0</b>	6.7	0.0
The Navy is taking action actions to prevent sexual assault	<b>32.3</b>	<b>15.6</b>	<b>69.9</b>	<b>87.5</b>	3.0	0.0	0.0	0.0
Sexual assaults of any kind are crimes punishable under the Uniformed Code of Military Justice (UCMJ)	<b>79.6</b>	<b>65.6</b>	<b>24.0</b>	<b>37.5</b>	0.7	0.0	0.0	0.0

Contrary to the comments, the majority of men and women either agree or strongly agree that sexual harassment and assault prevention training is taken seriously; the comments may therefore be the product of a disgruntled minority. However, women agree at an almost 3:1 ratio to men that sexual assault is a problem in the Navy. The percentage of men and women who believe training is effective compared to the percentage who believe that sexual assault is a problem in the Navy indicate that, similar to the DMDC survey results, there may exist a difference in the perceived effectiveness of training and the actual level of effectiveness. The numbers also indicate that a high percentage of men do not believe that sexual assault is a problem in the Navy; this is supported by the comments.

<sup>92</sup> Entries in bold show a difference greater than 10 percentage points between the genders

## 5. Education and Training, Frequency, Effectiveness, and Method

Table 12 shows the frequency of sexual assault awareness and prevention training (through General Military Training [GMT]), whether in person or through Navy Knowledge Online (NKO). This type of training is an annual requirement and it appears that a majority of the respondents received the training within six months prior to taking the survey. This table also reveals that a few respondents may have missed the required training; and 23 percent of the male respondents skipped answering the question for one reason or another.

Table 12. Survey Participants' Attendance in General Military Training by Response Percentage Rate

Periodicity (training within the specified timeframe)	GMT	
	Male %	Female %
The last three months	21.8	9.3
The last six months	41.4	18.8
The last nine months	9.7	15.6
The last year	3.0	50.0
Never	1.5	0.0
Not reported	22.6	6.3
Total	100	100

Sexual assault and sexual harassment prevention training were rated on an effectiveness scale that included: highly effective; moderately effective; slightly effective; not at all effective; and does not apply (the respondent had not received the training). As can be seen in Table 13, overall, most respondents believe that prevention training is moderately effective. Another way of reading the results is to say that nearly two thirds of the male respondents and over half of the female respondents felt the prevention training was either highly effective or moderately effective; further, none of the women and just a few of the men felt that the training was “not at all effective.”



Table 13. Survey Participant's Opinions Regarding the Effectiveness of Sexual Harassment and Sexual Assault Prevention Training by Response Percentage Rates

Effectiveness Scale	Sexual Harassment		Sexual Assault	
	Male %	Female %	Male %	Female %
Highly effective	18.7	9.3	17.3	12.5
Moderately effective	45.8	46.9	39.1	50.0
Slightly effective	28.6	37.5	30.0	37.5
Not at all effective	2.3	0.0	11.3	0
Does not apply; I have not had training	2.3	0.0	1.5	0
Not Reported	2.3	6.3	0.8	0
Total	100	100	100	100

The effectiveness of sexual harassment and sexual assault training methods were rated on the same scale as the effectiveness of prevention training question as shown in Table 12. The data are further supported by the comments, which almost universally agree that the current medium, computer-based training is not optimally effective. Computer-based learning may lack the interactive qualities that come from dealing with other people. Furthermore, learning the information on the computer does not necessarily measure how well people will apply knowledge in real-world situations. As represented in Table 14, presentations by victims offer a potentially effective means of prevention training.

Men and women overwhelmingly responded that presentations by victims would prove most effective in regard to training, possibly because such presentations carry an emotional impact and humanize the topic. However, females favored presentations by experts more than males. Males rated presentations by experts and small group discussions less favorably than the females, with the exception of small group discussions rated the moderately effective level.

Table 14. Participants' Opinions Regarding the Effectiveness of Sexual Harassment and Sexual Assault Training Methods by Response Percentage Rate<sup>93</sup>

Method	Highly Effective		Moderately Effective		Slightly Effective		Not at all Effective		Have not Received Training	
	Male %	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %	Female %
Small group discussions among students	<b>15.0</b>	<b>43.7</b>	<b>42.8</b>	<b>31.2</b>	21.0	18.7	9.7	3.1	15.7	9.3
Small group discussions with faculty/staff	<b>15.8</b>	<b>37.5</b>	36.8	28.1	29.3	18.7	8.2	6.3	13.5	12.5
Presentations by experts (legal, counseling, researchers, etc.)	27.1	37.5	40.6	50.0	22.5	9.3	5.3	3.1	7.5	6.3
Presentations by victims	<b>50.4</b>	<b>68.7</b>	27.8	28.1	9.0	0.0	6.0	0.0	10.5	9.3
Presentations by your institution staff	4.5	6.3	39.8	34.3	36.0	43.7	5.2	9.3	6.0	12.5
Plays, dramatizations, role playing presentations	17.3	21.9	22.5	25.0	26.3	31.2	24.8	15.6	12.8	9.3
Training in basic character	10.5	12.5	34.6	31.3	33.1	37.5	11.3	15.6	12.8	6.3

Additionally, some of the respondents provided comments that are related to the topic. Essentially, men and women both agree that computer-based training is not ideal both in terms of its message and medium, and that some number of Navy personnel who are required to take the training may not take it seriously. Below are comments that were entered anonymously on the survey.

Both male and female respondents believe that computer-based GMT, especially in regard to sexual harassment and sexual assault training is ineffective. Female respondents focused on how the training medium is ineffective at getting sailors to take the topic seriously. However, several male respondents commented that they believe the training itself is a waste of time. The following comments address this issue:

<sup>93</sup> Entries in bold show a difference greater than 10 percentage points between the genders

Web based training is a joke! The Navy may be saving money in the short-term, but in the long run it will probably cost the Navy more due to the fact that it is providing sailors with a poor excuse for training! I understand requirements, but if the requirement is deemed suitable for a Navy Web-based training module, maybe we should look at whether or not we need to even bother with the training in the 1st place. The level of training provided in the GMT modules is insulting, and a waste of time. Whoever is writing this material assumes that sailors have no common sense and teach to the lowest common denominator. *(Male)*

Many people believe this doesn't happen or doesn't apply to them. Training should be focused to dispel these myths. *(Male)*

Navy personnel do not take sexual harassment/assault training seriously, because it is treated as a joke. And, when anyone (women or men) speaks up they are usually looked at disgracefully instead of supported by their chain of command. *(Female)*

The shortcomings in providing effective training and adherence to policy have more to do with the culture of the Navy and the tendency to blame the victims. Victims deal with huge social repercussions, especially in a shipboard environment. *(Female)*

Computer-based training for this topic does not seem to be effective—it is used as a "check-in-the-block" for annual training. *(Female)*

## **6. Opinions Regarding Unwanted Sexual Attention**

Respondents were provided with a scenario of possible unwanted sexual attention where, hypothetically, an NPS professor had made several comments regarding a student's attractiveness and asked questions of a personal nature within the course of the conversation (see Appendix A). Respondents were asked "yes" and "no" questions regarding the scenario. Female respondents believed the professor's comments constituted unwanted sexual attention more than did male respondents, as previous studies would suggest (see Chapter II). Male respondents also favored a more confrontational or direct response (e.g., the student should have confronted the professor and/or reported the comments. The results are shown in Table 15.

Table 15. Responses from Survey Participants Regarding a Scenario Where an Incident of Unwanted Sexual Attention May Have Been Described by Response Percentage Rate

Professor comments on student's attractiveness and asks personal questions <sup>94</sup>	Yes		No	
	Male %	Female %	Male %	Female %
Is this a case of sexual unwanted attention?	90.2	100	15.7	6.3
Should the student have confronted the professor about the comments?	94.7	87.5	9.0	18.7
Did the student overreact to the comments made by the professor?	19.5	9.3	85.7	96.8
Should the student have reported the comments?	71.4	71.8	32.3	34.3

Some of the respondents also provided additional information regarding their opinions on this scenario. Overall, male and female respondents believed the student ought to confront the professor about how her/his comments made the student feel. Several male respondents also assumed that the professor commented on the student's attractiveness even though the actual comment was never specified in the scenario. Respondents either commented on the gender-neutral language of the original scenario, or assumed that the professor was male and the student female; no respondents assumed a same-sex or female professor and male student interaction. Some female respondents noted that initiating a direct confrontation can be difficult and is not always the best course of action. Anonymously submitted comments are presented below and are sorted by gender.

If you don't tell someone you're uncomfortable, they do not know and do not have a chance to self-correct. The student should have said something to the professor. The student should have tried to tell the professor that such comments are unwanted and unprofessional or that the student is

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<sup>94</sup> The survey question used to illustrate a scenario where an incident of unwanted sexual attention may have been described is: "An NPS student receives several comments from a professor regarding the student's attractiveness and is asked questions of a personal nature within the course of conversations initiated by the professor. As a result of this, the student transfers to another section of the course under a different instructor."

uncomfortable so that the professor is aware that they are being too personal (benefit of the doubt). State as the reason for transferring to another class. *(Male)*

The professor was breaking the boundaries set forth by school regulations. Since this (assumed) is the first conversation of this nature, the student should have indicated to the professor that his/her comments are inappropriate and not welcome. Now fearing possible reprisal or further advances, the student left the classroom (not an overreaction but a prudent measure). However, the student should not have to move classes because of this and this is why it is against school (and Navy) regulations. *(Male)*

If the student did (not) want to have these conversations, then they should have confronted the professor and asked them to stop or they would be reported. *(Male)*

She should have told the professor she was uncomfortable with his comments. Even though it was inappropriate, it wasn't necessarily harassment. She owed it to the professor to explain his behavior and to ask him not to speak to her in that fashion. *(Male)*

Student has obligation to report discussion as unwelcome. Instructor has obligation (as covered by our own NPS instructions) to avoid fraternization. *(Female)*

I think the student may have over-reacted depending on the actual conversation. Report the comments only AFTER discussing with the person to make sure you did not misinterpret the meaning. Some people don't know that their comments are inappropriate. *(Female)*

In this situation, the student should have told the professor that the comments were inappropriate. This would have let the professor know from the beginning that the comments were unwanted. Any further comments would have definitely been seen as harassment with any question. *(Female)*

I think it is entirely up to the student how he/she reacts; if the student doesn't feel comfortable confronting the professor or reporting the comments, (s)he doesn't have to, as long as (s)he feels comfortable reporting the incident if (s)he wants to, knowing someone at the command would be willing to listen and support whatever course of action the student prefers. *(Female)*

## **7. Opinions Regarding Gender-Related Experiences**

To illustrate gender-related experiences, a scenario was provided for the survey participants where a shipboard policy was instituted by the executive officer that prohibited mixed genders from being behind closed doors. In this scenario, the prohibition did not apply to persons of the same gender. The same participants were asked questions about gender discrimination and this particular policy.

Almost three-quarters (72 percent) of male respondents felt that the scenario did not constitute gender discrimination. This compares with two-thirds (65 percent) of female respondents who also felt that it should not be considered gender discrimination. The somewhat smaller proportion of men who see the policy as gender discrimination likely reflects their personal experiences in an organization where men constitute a large majority; conversely, proportionately more women may see feel that they are being singled out for special treatment and would prefer a policy that treats men and women equally. In fact, the policy is designed to protect both men and women from misconduct or accusations of such, recognizing that the vast majority of such cases involve mixed genders. Still, female respondents in the survey did see the policy somewhat differently than did their male counterparts.

Similarly, with regard to preventing sexual assault or harassment, men tend to favor the policy as sound. Women tend to likewise favor the policy but less than so than do men. Fifty percent of the females reported this policy as disrespectful of ship members' integrity and professionalism, while males agreed at a lesser rate. This again, may relate to the fact that less interaction with the opposite sex may result in fewer accusations of sexual harassment or assault. Table 16 shows how the participants responded to the scenario.

Table 16. Responses from Survey Participants Regarding a Scenario Where Gender-Related Experiences May Have Been Described by Response Percentage Rate

<b>Shipboard policy that prevents mixed gender personnel from being behind closed doors.<sup>95</sup></b>	<b>Yes</b>		<b>No</b>	
	<b>Male %</b>	<b>Female %</b>	<b>Male %</b>	<b>Female %</b>
Is this a case of gender discrimination?	29.3	40.6	74.4	62.5
Is this a good policy to prevent accusations of sexual assault or harassment?	64.6	59.3	35.3	40.6
Is this policy disrespectful of ship members' integrity and professionalism?	40.6	53.1	59.3	46.8

A number of survey respondents also provided personal opinions concerning the scenario and policy. The male respondents tended to either believe that the policy is sound or that it is unsound because it fails to address homosexuality. Female respondents were more inclined to believe the XO's policy is unsound because it is discriminatory and also because it fails to acknowledge homosexuality as a reality in the military. While some female respondents believe the policy is sound, the majority tend to be much more critical of the XO's decision than do the men:

While disrespectful of personnel, it does protect them from false accusations. *(Male)*

Sexual assault and harassment are not gender specific. *(Male)*

This is a good standard policy it doesn't only stop actual occurrences of sexual harassment but it also stops the "rumor mill." The key question to ask is how will this policy change once homosexuals can serve openly in the military. *(Male)*

Something I might institute if given command. *(Male)*

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<sup>95</sup> The survey question used to illustrate a scenario where gender-related experiences may have been described is: "During deployment, the XO of a ship institutes a policy that no male/female interaction in staterooms will occur behind closed doors, however, female/female and male/male interactions are permissible behind closed doors, even when two people are not roommates."

Staterooms are at risk for being used for sexual liaisons, as are broom closets, small workspaces, storerooms and many other spaces on a ship. By citing no mixed gender behind closed doors in a stateroom implies that the officers of that ship are not trusted to maintain asexual relationships. We all know that there are Lesbians and Gay men in the ranks. This policy favors Gays and Lesbians and is not reflective of the Navy in which we all serve. You restrict all interaction behind closed doors OR you restrict none. *(Male)*

Unfortunately it is hard to not have gender discrimination in this particular question when trying to make rules that are governed by a don't ask/don't tell environment. *(Female)*

The officers should be considered professionals and should not be judged prior to an incident occurring. Additionally, the policy does not take into consideration homosexual incidents, which do occur as well. *(Female)*

This is wrong and it treating people different because of their gender. *(Female)*

The XO is trying to protect crewmembers, but is curtailing their ability to act in a gender-neutral manner. A closed door doesn't necessarily mean bad behavior is going on. Nor does all sexual assault/harassment happen behind a closed door. XO's policy might be aimed more at fraternization, but I still don't think it is a good policy. Too narrowly focused on "the door." *(Female)*

## **8. Opinions Regarding Unwanted Sexual Contact**

To determine the possible differences in perception, the survey participants were presented a scenario where unwanted sexual contact may have occurred. In this scenario, two officers were in close contact in the ship's passageway; one of the officers rubbed against the other and blamed it on the "rocking of the ship." This has happened several times, yet the person who had been rubbed never commented on the action. The survey takers were asked if this was actually a case of unwanted sexual contact and if the officer being rubbed should have said something to the other officer about it.

Generally, both male and female respondents felt that verbal interaction to clarify boundaries is the best solution. Table 17 indicates a slight number of female respondents believed that it was a case of unwanted sexual contact; however, the officer being rubbed



should have commented about the action. It is interesting to note that proportionately more men (59 percent) than women (49 percent) felt that the rubbing constituted unwanted sexual contact.

Table 17. Responses from Survey Participants Regarding a Scenario Where an Incident of Unwanted Sexual Contact May Have Been Described

Close contact of two officers in the ship's passageway. <sup>96</sup>	Yes		No	
	Male %	Female %	Male %	Female %
Is this unwanted sexual contact?	44.3	53.1	60.1	50.0
Should the officer who was rubbed have made a comment?	69.1	68.7	32.3	34.3

Below are anonymous comments provided by the respondents concerning their opinions about this scenario. The comments have been separated by male and female responses. Many female and male respondents first stipulated the need to determine whether or not the behavior was wanted attention; if it was unwanted, then the person who was bothered needs to address the situation.

It appears not to be unwanted, but just because a person doesn't speak up does not mean the contact is "wanted." I do believe, however, the person should tell the other if it is unwanted contact. Furthermore, I think such actions are completely unprofessional regardless of whether it is wanted/unwanted contact. That said, unprofessional acts occur all the time, and I say, "To each his own," as long as it doesn't (significantly) adversely affect the command, me or those with whom I work or engage.  
(Male)

Define rubbed? Did they touch shoulders? It is possible they could believe it was accidental. Did the officer feel uncomfortable or offended?  
(Male)

If the recurrence is becoming obviously intentional, then it is unwanted sexual contact. With the Navy's policy to handle this at the lowest level,

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<sup>96</sup> The survey question used to illustrate a scenario where an possible incident of unwanted sexual contact may have occurred is: "Two officers frequently pass each other in a p-way. When they pass one of the officers rubs against the other, but apologizes, blaming the rocking of the ship. This occurs several times, yet the officer who was rubbed made no comment."

the officer who was rubbed should comment and also inform his or her superior so they are aware of the situation. (*Male*)

If the repeated occurrence is actually intentional, then yes, this is unwanted sexual contact, and the officer who was rubbed has an obligation to confront the other officer. (*Female*)

This situation occurred on a previous ship between an enlisted Sailor and an officer. The officer said something to the enlisted Sailor and when it continued, it was addressed to higher officers. If nothing is ever said, it is assumed that the behavior is tolerated and wanted. Therefore, it will continue. (*Female*)

The officer initiating the contact may be oblivious of how the other officer feels. Clear communication is key to preventing unwanted contact in most cases. (*Female*)

The above scenario was expanded to include the continued contact between the two officers to include an occurrence of full bodily contact with grabbing. In this scenario, the contacting officer is confronted and claims to have grabbed the offended officer because of a concern that the officer was falling. The offended officer believes that there was no way the offending officer could have made that conclusion. Male and female respondents are in agreement that the scenario constitutes sexual assault and should be brought up the chain of command. Table 18 shows that a clear majority of the participants felt that this was a case of unwanted sexual contact, that the offended officer was not being overly sensitive and had not misinterpreted the situation.

Table 18. Responses from Survey Participants Regarding an Extended Scenario Where an Incident of Unwanted Sexual Contact May Have Been Described

Close contact of two officers in the ship's passageway expanded to include full bodily contact with grabbing. <sup>97</sup>	Yes		No	
	Male %	Female %	Male %	Female %
Is this unwanted sexual contact?	97.0	100	3.0	0.0
Is the officer who was grabbed being too sensitive?	3.0	0.0	97.0	100
Did the officer misinterpret the situation?	8.3	9.3	91.7	90.7

The overall consensus among male and female respondents is that the incident constituted assault. In comments, male respondents tended to favor going to someone higher in the chain of command or even the Commanding Officer regarding the incident. None of the female respondents mentioned a specific course of action. Below, are additional comments provided by the respondents.

Either may have misinterpreted, especially if no previous communication occurred to let the "offending" officer know that all the contact was unwanted. Furthermore, it may be equally possible the "offended" officer misinterpreted and the "offending" officer may have been acting to aid a shipmate. This is not plausible, but possible. If this is the case, it should NEVER happen again unless the ship is in 20-foot swells. (*Male*)

Based on previous activity I think this is a case where it needs to be reported and investigated further. (*Male*)

While the situation is vague, it seems to follow the pattern of undesired contact. There should not be a case of being too sensitive, but an officer

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<sup>97</sup> The survey question used to illustrate a scenario where a possible incident of unwanted sexual contact was expanded to include full bodily contact may have occurred is: "One day, these same two officers are going up a ladder well to get to their watch station, the officer behind grabs the officer in front by the hips and presses full length against the officer for several seconds. When confronted, the officer who grabbed the other officer claims the officer who was grabbed seemed about to slip. The officer who was grabbed claims there was no conceivable way the other officer could come to that conclusion."

should be aware of the possibilities of a given situation. Clearly, one of the officers misinterpreted the situation: either the one grabbing or being grabbed. *(Male)*

Something should have been said long ago. If it continues after confronting the person, then proceed with a complaint, but document all incidents. *(Female)*

Even if the first officer was about to slip, the second officer took advantage of an "excuse" to make an inappropriate gesture. *(Female)*

She should definitely report it, as it could spiral as it already did into more uncomfortable situations. *(Female)*

Several factors may contribute to unwanted sexual contact. The survey suggested lack of military protocol, ineffective or inadequate training, social situations, mixed gender crews, relaxed command climates, and remote locations as possible contributors to unwanted sexual contact and asked the participants to select all of those that they felt applied. Both male and female respondents believe that lack of military protocol is the primary reason for unwanted sexual contact. Men also blame mixed gender crews and relaxed command climates. More often the men, women blame ineffective training and "other" as reasons behind unwanted sexual contact. The fact that males more than females blame mixed gender crews may indicate that males have a problem serving alongside females, while females do not experience the same problems serving alongside males.

Table 19. Possible factors that may contribute to unwanted sexual contact in the U.S. Navy

<b>Factor</b>	<b>Male %</b>	<b>Female %</b>
Lack of military protocol	60.1	62.5
Ineffective or inadequate training	33.8	46.8
Social situations	29.3	34.3
Mixed gender crews	38.3	18.7
Relaxed command climate	52.6	37.5
Remote location	40.6	40.6
Other	39.0	43.7

## 9. Opinions Regarding the Reduction or Growth of Sexual Harassment and Sexual Assault in the Navy

In a “How are we doing?” command climate type of question, participants were asked whether sexual harassment has become more, less, or about the same level of a problem since entering the Navy. Table 20 reveals that a majority of the respondents felt the degree of level of sexual harassment is about the same as it was when they first entered the Navy. Women tended to feel stronger (56 percent) than did men (49 percent) that the situation was about the same.

Table 20. Opinions regarding the reduction or growth of sexual harassment in the Navy

Factor	Male %	Female %
Less of a problem	39.9	34.4
About the same	48.9	56.3
More of a problem	11.2	9.3
Total	100	100

In personal comments, several male respondents felt that sexual harassment is not a substantial problem because they have never personally seen or experienced it. Several more male respondents commented that eliminating or reducing mixed gender crews and interactions between men and women would help curtail or eliminate sexual harassment. Female respondents indicated that they have witnessed and experienced fewer instances of sexual harassment since first joining the Navy; many felt that instances would decline if leadership did more to create and model a command climate where sexual harassment is not tolerated, including taking victims seriously. Selected comments appear below:

Less of a problem, but more is now done about it. No mixed gender crews.  
(Male)

It may be reduced in the workplace, perhaps, by not allowing men and women to work together, or by limiting male/female interactions. (Male)

This is not a popular idea, and it probably is not practical in this day and age. (Male)

Training isn't always the answer. Punishment is a good deterrent but you have to be able to substantiate the case. I think there is also a community suspicion of women who claim harassment/assault in order to (a) distract attention from their own failings (i.e., can't qualify in a watch so I must have been discriminated against); or (b) to cover up their own mistakes (I know of one case where a woman said she was raped in an overseas port in order to cover up that she became pregnant through a fellow crewmember in a relationship that would violate officer-enlisted fraternization policy). Note that I am not saying that this happens **often** but that it is a case of "One bad person ruins it all" – a few women make false claims and thus every claim is treated with suspicion. *(Male)*

Have rarely seen any in 15 years... less because issue is more public and USN has made it clear that will not be tolerated... the riot act has been read. *(Male)*

I have not had any incidents nor am familiar with any trends. *(Male)*

I joined in 1985. 10 years ago, I was told by an XO, why are you in such a bad mood, did you not get any last night. In 1992, I went to work at an office where there were nude pictures of women hung at each workstation (this was acceptable back then). This only stopped when I hung my own pictures of naked men. I used to hear "she deserved it" when a woman was raped. Now that we serve side by side in combat we are respected more. We are no longer one of them; we are a part of the team. It is MUCH, MUCH better now. *(Female)*

Senior leadership needs to set the example. Making inappropriate jokes, i.e., "That's what she said...", only set the environment for junior personnel. Relaxed environment and the desire to be "laid back" only perpetuate unprofessional behavior in the work place. *(Female)*

Commands respond much more quickly so it is reported more than it used to be. *(Female)*

There is no simple solution. Big Navy is doing it's part by forcing people to do GMT-type training. It's lazy and a poor excuse for real training. The problems lie in individual commands. Some commands tolerate it more than others, but ALL commands claim to have zero tolerance for it, because that is what they are supposed to say. It lies within the leadership of the command to ensure the environment does not condone the behavior. It requires a CMC or more senior Enlisted to confront their own and say, "What you are doing is wrong." It requires an XO or CO to say, "I will not stand for this kind of joking/behavior, etc." *(Female)*

However, it does appear to be less obvious now that I'm an officer.  
(Female)

Similar in nature to the question on sexual harassment, a question regarding sexual assault reduction or growth since entering the Navy was also asked of the participants. Table 21 reveals almost identical responses to the sexual harassment question where the respondents felt that there has been little change in problems relating to sexual assault in the Navy.

Table 21. Opinions regarding the reduction or growth of sexual assault in the Navy

Factor	Male %	Female %
Less of a problem	30.8	34.4
About the same	60.2	53.2
More of a problem	9.0	9.3
Not reported	0	3.1
Total	100	100

A few male respondents commented that nothing more can be done regarding sexual assault in the Navy because sexual assault is a byproduct of human nature; other male respondents suggested that, because they have never personally witnessed sexual assault, it must not be much of a problem. One male respondent addressed the need to eliminate having victim blamed in the Navy, which might help to reduce sexual assault. Several other male respondents mentioned that better training and awareness would help deter sexual assault. Female respondents overall believe that the Navy has gotten better at dealing with sexual assault and that better training will further reduce the problem. One female respondent also notes that victim blaming needs to be better addressed. Selected comments appear below:

It may be reduced in the workplace, perhaps, by not allowing men and women to work together, or by limiting male/female interactions. (Male)

In my 20 years in the Navy I have not personally seen SA or SH to be a big issue. The Navy has done a fairly good job systemically of preventing

both; when there's a failure it's usually because the local chain of command hasn't exercised leadership and done what they're supposed to do. *(Male)*

I definitely have never seen any sexual assaults at any of my commands in my time in the Navy. *(Male)*

More training on how to realistically communicate your boundaries. Being a woman in the Navy has taught me that as long as I communicate my limits to the men I am working with sexually harassing comments are rarely an issue. As long as both sexes can communicate this effectively to each other then mutual respect and professionalism in the work place should eliminate the opportunity for sexual harassing comments to be made. *(Female)*

Education - teach young sailors how to avoid situations and recognize the signs of a possible sexual assault. SAVI has a good program for discussing this topic but commands need to ensure that thorough training is given. Unfortunately for me, I had served 4 years before I received good training on sexual assault and that was only because I went through the training as a SAVI POC. *(Female)*

Refrain from victimizing the victim, because it discourages reporting. Severely prosecute offenders. We need to get to the point at which our everyday culture doesn't accept this kind of behavior. That won't happen with the check-in-the-block type training we get through GMT. But, I do see a better awareness of the problem. *(Female)*

## **10. Additional Comments and Concerns Provided by Survey Participants**

Survey participants were invited to provide additional comments or concerns about sexual harassment and sexual assault that they might not have been able to express within the survey line of questioning. Selected comments are presented below.

Sexual assault/sexual harassment is common sense. If there is a questionable circumstance, more than likely the person committing the act of sexual assault/sexual harassment is guilty. *(Male)*

Please don't use this survey to recommend more mindless "training." All of this crap is a waste of time. I knew what rape was when I was in grade school. Stop mixing rape with so called "date rape" on the same level. Stop mixing true sexual harassment with someone telling a "blue" joke. When you blur the lines you dilute the impact and importance of the true crimes. 90%+ of behavior is just people being people. Stop looking for another lawsuit around the corner. *(Male)*



I think there's much more sexual harassment in the form of favoritism (usually to females) than any other. (*Male*)

I have noticed that it is fairly common for a command to be so afraid of someone using the words "sexual harassment" that some members of the crew get what is basically preferential treatment to keep them happy. Some people are not afraid to throw out false accusations to get back at someone and that since a lot of the accusations cannot be proved or disproved, that the accused has to deal with that stigmata from then on. Also have seen that when the harassment occurs on a female harassing male basis, no one takes the reports seriously and nothing comes of them. (*Male*)

Sexual harassment and assault happens much more frequently than people think. It frequently happens in the wardroom during meals and is overlooked due to the 'boys club' attitude. (*Female*)

Sexual harassment and assault are problems in the Navy because they are a problem in society. I have experienced sexual harassment and gender discrimination in my time in the Navy. Education is still limited and not consistent for all commands. Also, some command climates do not make it easy for a sailor to feel like he/she can speak up about issues. I have never made a formal report against anyone because I am not convinced that my career would not be adversely affected from this.

In one of my early commands the XO's check in brief to a group of new sailors was that sexual harassment would not be tolerated. He then went on to emphasize false accusations would not be tolerated and spent more time on this subject. I was left with an impression that if I were to experience harassment that I would not be taken seriously unless I had evidence or witnesses. The XO did not leave me with the impression that he would sympathize with a harassment or assault victim. (*Female*)

The perception that most victims are making false accusations seems to be a common belief. Sometimes the offender doesn't even comprehend that he/she is committing harassment. I have seen examples where someone in a position of authority will abuse his/her power in this area and not see that it is wrong or unacceptable. I believe that the overall perception for the services needs to be that this sort of behavior is unacceptable. Senior members should be taking care of their junior members, not exploiting them. (*Female*)

## **B. REGRESSION ANALYSIS**

Several regression models were created to test the research hypotheses that men and women have different perceptions regarding sexual harassment and sexual assault,

and the availability and effectiveness of prevention training. After making adjustments for known population values, Ordinary Least Squares (OLS) regressions were performed on each model, with only the independent variable, gender, included to get a baseline of the linear relationship between differing opinions and gender. Using Breusch-Pagan and the White tests, all of the models were then tested for heteroskedasticity, a condition that violates one of the OLS assumptions for non-bias. A second OLS regression was performed on each model using all of the demographic independent variables.

### 1. Overall Opinions of Navy Officers About Sexual Harassment and Sexual Assault

Table 22 reflects the different tests that were performed on the survey data where demographic variables were regressed on the overall opinion differences of Navy officers regarding sexual harassment and sexual assault. The demographics are gender, age, geographic region in which the survey respondent was primarily raised, ethnicity, military pay grade, religious preference, and the type of religion practiced, if applicable.

Table 22. OLS regression model: Overall Opinions

	(1)	(1)	(1)	(1)
VARIABLES	Perception_ differences	Perception_ differences	uhatsq	Uhatsq
	OLS Baseline	OLS	Breusch-Pagan test	White test
Gender	1.49206*	1.57673*	-2.43436	
	(0.699)	(0.736)	(4.769)	
age2230		2.58472	-23.53209	
		(2.642)	(17.122)	
age3140		1.21035	-15.95165	
		(2.605)	(16.879)	
age4150		1.85482	-20.82485	
		(2.491)	(16.141)	
Midwest		0.58316	6.70093	
		(1.647)	(10.670)	
Northeast		-0.22000	6.95906	
		(1.759)	(11.397)	
South		0.20223	9.41675	
		(1.609)	(10.428)	
West		-0.47382	4.02740	
		(1.594)	(10.328)	
ethasian		-0.29362	3.17165	
		(1.893)	(12.265)	
ethblackafricanamerican		-2.57414	17.11505	
		(1.531)	(9.918)	

	(1)	(1)	(1)	(1)
VARIABLES	Perception_ differences	Perception_ differences	uhatsq	Uhatsq
	OLS Baseline	OLS	Breusch-Pagan test	White test
ethhawpacislander		0.24123 (2.241)	-5.01992 (14.519)	
ethwhite		0.03051 (1.143)	-2.55131 (7.409)	
paygradeo1o1e		21.89799** (5.352)	-17.60571 (34.681)	
paygradeo2o2e		20.51003** (4.764)	-4.05900 (30.867)	
paygradeo3o3e		21.53517** (4.487)	-5.09915 (29.076)	
paygradeo4		21.52004** (4.479)	-10.80007 (29.024)	
paygradeo5		22.00444** (4.601)	-7.41117 (29.809)	
paygradeo6		24.27239** (4.881)	-11.03038 (31.624)	
religionnone		0.33136 (1.415)	-2.48557 (9.167)	
religionother		1.44478 (1.497)	-6.00054 (9.697)	
religionprotestant		1.22775 (1.255)	5.90807 (8.133)	
religionromancatholic		0.86548 (1.285)	3.14557 (8.325)	
relmoderate		-2.95320* (1.430)	-22.16702* (9.269)	
relfundamentalist		-2.74460 (1.553)	-23.62194* (10.060)	
reldoesnotapply		-1.95676 (1.500)	-21.00317* (9.721)	
restrictedline		-0.32218 (1.380)	3.42632 (8.942)	
staffcorps		0.03576 (1.516)	-0.25770 (9.826)	
unrestrictedline		-0.69874 (1.307)	1.77859 (8.467)	
Yhat				-10.00516 (7.747)
Yhatsq				0.13201 (0.107)
Constant	30.64286** (0.632)	9.20458 (5.089)	47.86469 (32.972)	192.39861 (138.810)
Observations	154	154	154	154
R-squared	0.029	0.291	0.168	0.012

Note: Standard errors in parenthesis; \*\* p<0.01, \* p<0.05

From the model we can conclude that the difference between the overall opinions of men and women regarding what constitutes sexual harassment and assault are statistically significant. Gender and pay grade are the only variables that are statistically significant. Age, region in which a person was predominantly raised, ethnicity, community, and religious affiliation demographics are not statistically significant.

The probability that gender will influence a person's opinion on sexual harassment and assault is 1.57, or 157 percentage points; the probability that being O-1 or O-1E will influence a person's opinions on sexual harassment and assault is 21.89 or 2189 percentage points. Similarly, being O-2 or O-2E influence's a person's opinions by 2,051 percentage points, while being O-3 or O-3E influences a person's opinions by 2,153 percentage points, being O-4 influences a person's opinions by 2,152 percentage points, being O-5 influences a person's opinions by 2,200 percentage points, and being O-6 influences a person's opinions by 2,127 percentage points. Results for all pay grades are significant at the 1% level, and results for gender are significant at the 5% level.

## 2. Opinions of Navy Officers Specifically About Sexual Harassment

Table 23 reflects the different tests that were performed where demographic variables were regressed on the opinion differences of Navy officers regarding sexual harassment. The demographics are gender, age, geographic region in which the survey respondent was primarily raised, ethnicity, military pay grade, officer community, religious preference, and the type of religion practice, if applicable.

Table 23. OLS regression model: Opinions About Sexual Harassment

	(1)	(1)	(1)	(1)
VARIABLES	Perception Differences	Perception Differences	uhatsq	Uhatsq
	(OLS Baseline)	OLS	Breusch-Pagan test	White test
gender	0.31790	0.44766	-0.72843	
	(0.348)	(0.385)	(0.786)	
age2230		1.63500	-2.55186	
		(1.469)	(2.996)	
age3140		0.83979	-2.46288	
		(1.446)	(2.948)	
age4150		0.99104	-2.87910	
		(1.386)	(2.825)	
Midwest		1.03228	0.18988	

	(1)	(1)	(1)	(1)
VARIABLES	Perception Differences	Perception Differences	uhatsq	Uhatsq
	(OLS Baseline)	OLS	Breusch-Pagan test	White test
		(0.842)	(1.717)	
Northeast		0.51785	-0.47819	
		(0.891)	(1.816)	
South		0.79025	-0.40976	
		(0.825)	(1.682)	
West		1.14540	-0.98669	
		(0.825)	(1.683)	
ethasian		0.21882	-1.38015	
		(1.015)	(2.069)	
ethblackaframerican		-1.03340	-1.20986	
		(0.845)	(1.723)	
ethhawpacificislander		1.12258	-5.18861*	
		(1.242)	(2.532)	
ethwhite		0.13339	-2.76118*	
		(0.635)	(1.295)	
paygradeo1o1e		6.77720*	-5.59764	
		(2.803)	(5.715)	
paygradeo2o2e		6.22469*	-4.57605	
		(2.645)	(5.392)	
paygradeo3o3e		7.16373**	-2.89535	
		(2.480)	(5.055)	
paygradeo4		6.94947**	-1.11292	
		(2.483)	(5.062)	
paygradeo5		6.56548*	-2.72782	
		(2.531)	(5.160)	
paygradeo6		7.41398**	-3.59950	
		(2.689)	(5.482)	
religionnone		-0.51613	2.20999	
		(0.764)	(1.558)	
religionother		-0.28077	0.64689	
		(0.795)	(1.620)	
religionprotestant		-0.22835	2.08816	
		(0.685)	(1.397)	
religionromancatholic		-0.46868	2.35109	
		(0.701)	(1.429)	
relmoderate		-1.37180	-1.17033	
		(0.745)	(1.518)	
relfundamentalist		-1.31341	-0.84854	
		(0.816)	(1.663)	
reldoesnotapply		-1.48161	-1.09617	
		(0.776)	(1.583)	
restrictedline		0.11519	-0.69573	
		(0.711)	(1.450)	
staffcorps		0.58418	-1.83588	
		(0.790)	(1.611)	
unrestrictedline		-0.61230	-0.57361	

	(1)	(1)	(1)	(1)
VARIABLES	Perception Differences	Perception Differences	uhatsq	Uhatsq
	(OLS Baseline)	OLS	Breusch-Pagan test	White test
		(0.685)	(1.396)	
Yhat				-4.45376
				(4.976)
yhatsq				0.18267
				(0.232)
Constant	10.34375**	2.94081	11.23955	29.13619
	(0.312)	(2.793)	(5.694)	(26.685)
Observations	165	165	165	165
R-squared	0.005	0.177	0.147	0.017

Note: Standard errors in parenthesis; \*\* p<0.01, \* p<0.05

Specific opinions about sexual harassment, which include classifying acts as sexual harassment acts such as unwanted sexual attention, unnecessary touching, telling off-color jokes, indecent gestures, and crude and sexually condescending language, granting job favors in exchange for sexual attention, and opinions on the reduction or growth of sexual harassment in the Navy were regressed on independent variables, or demographics. Initially, a baseline OLS model, using a sole independent variable, gender, was regressed on the dependent variables. This regression indicated the probability of a difference in perception between the genders as 31.7 percentage points. A second OLS regression was performed using all of the independent variables to observe any possible effect on the linear relationship between the dependent and independent variables. Holding gender and the additional independent demographic variables constant, the difference in perception, by gender, was 44.7 percentage points.

### 3. Opinions of Navy Officers Specifically About Sexual Assault

Table 24 reflects the different tests that were performed where demographic variables were regressed on the opinion differences of Navy officers regarding sexual assault. The demographics are gender, age, geographic region in which the survey respondent was primarily raised, ethnicity, military pay grade, religious preference, and the type of religion practiced, if applicable.

Table 24. OLS Regression model: Opinions About Sexual Assault

VARIABLES	(1) Perception Differences (OLS Baseline)	(1) Perception Differences OLS	(1) uhatsq Breusch-Pagan test	(1) Uhatsq White test
gender	0.86905 (0.506)	1.05759 (0.561)	0.49908 (1.807)	
age2230		1.90942 (2.015)	-17.36332** (6.487)	
age3140		0.77305 (1.987)	-15.24136* (6.395)	
age4150		1.45962 (1.900)	-16.71349** (6.116)	
Midwest		-0.05653 (1.256)	3.21973 (4.043)	
Northeast		-0.28348 (1.341)	5.05687 (4.318)	
South		0.02308 (1.227)	5.47072 (3.951)	
West		-0.49949 (1.216)	4.72792 (3.913)	
ethasian		-0.48954 (1.444)	3.90214 (4.647)	
ethblackafricanamerican		-1.87401 (1.167)	2.80103 (3.758)	
ethhawaiianislander		0.88454 (1.709)	-4.84118 (5.501)	
ethwhite		-0.17883 (0.872)	-1.89538 (2.807)	
paygradeo1o1e		11.85501** (4.082)	-19.69101 (13.140)	
paygradeo2o2e		11.03398** (3.633)	-9.77544 (11.695)	
paygradeo3o3e		11.15559** (3.422)	-12.53513 (11.016)	
paygradeo4		11.73528** (3.416)	-13.37694 (10.997)	
paygradeo5		12.04143** (3.508)	-11.81364 (11.294)	
paygradeo6		13.81836** (3.722)	-14.10592 (11.982)	
religionnone		0.16003 (1.079)	1.68410 (3.473)	
religionother		1.27122 (1.141)	0.33742 (3.674)	
religionprotestant		0.61156 (0.957)	2.57521 (3.081)	
religionromancatholic		0.08858 (0.980)	2.43645 (3.154)	

	(1)	(1)	(1)	(1)
VARIABLES	Perception Differences	Perception Differences	uhatsq	Uhatsq
	(OLS Baseline)	OLS	Breusch-Pagan test	White test
relmoderate		-0.66912	-2.06795	
		(1.091)	(3.512)	
relfundamentalist		-0.92341	-1.39937	
		(1.184)	(3.812)	
reldoesnotapply		-0.38546	-1.69178	
		(1.144)	(3.683)	
restrictedline		-0.14147	-1.17199	
		(1.052)	(3.388)	
staffcorps		-0.22108	-0.62926	
		(1.157)	(3.723)	
unrestrictedline		-0.25880	-0.16391	
		(0.997)	(3.208)	
Yhat				-5.74556
				(4.489)
yhatsq				0.14190
				(0.130)
Constant	14.89286**	2.86256	30.17892*	59.62299
	(0.458)	(3.881)	(12.493)	(38.657)
Observations	154	154	154	154
R-squared	0.019	0.205	0.146	0.024
Standard errors in parentheses				
** p<0.01, * p<0.05				

Note: Standard errors in parenthesis; \*\* p<0.01, \* p<0.05

Based on the regression, the difference between the opinions of men and women regarding what constitutes sexual assault are not statistically significant overall. With a P-statistic of .06 and a t-value of 1.88, gender is almost significant; all of the pay grades are significant at the 1% level.

#### 4. Overall Opinions of Navy Officers About Sexual Harassment and Sexual Assault Prevention Training Effectiveness

Table 25 reflects the different tests that were performed on the survey data where demographic variables were regressed on the overall opinion differences of Navy officers regarding sexual harassment and sexual assault. The demographics are gender, age, geographic region in which the survey respondent was primarily raised, ethnicity, military pay grade, religious preference, and the type of religion practice, if applicable.



Table 25. OLS Regression model: Opinions About Sexual Harassment and Sexual Assault Training Effectiveness

VARIABLES	Training Differences	(1) Training Differences (OLS)	(1) uhatsq Breusch-Pagan test	(1) Uhatsq White test
Gender (male)	0.15390 (0.127)	0.08605 (0.071)	0.01069 (0.065)	
age2230		-0.12980 (0.272)	0.03423 (0.247)	
age3140		-0.11637 (0.268)	0.13613 (0.243)	
age4150		0.01084 (0.257)	0.13077 (0.233)	
Midwest		0.32688* (0.156)	0.29757* (0.141)	
Northeast		0.34925* (0.165)	0.36354* (0.149)	
South		0.29959 (0.153)	0.37585** (0.138)	
West		0.29432 (0.153)	0.35376* (0.138)	
ethasian		0.00507 (0.188)	-0.20478 (0.170)	
ethblackaframerican		-0.06933 (0.156)	-0.09556 (0.142)	
ethhawpacificislander		0.32166 (0.230)	-0.04210 (0.208)	
ethwhite		0.01479 (0.118)	-0.12721 (0.107)	
paygradeo1o1e		7.10105** (0.519)	0.03738 (0.470)	
paygradeo2o2e		6.89692** (0.490)	-0.04821 (0.444)	
paygradeo3o3e		6.89110** (0.459)	0.03671 (0.416)	
paygradeo4		6.92467** (0.460)	-0.06872 (0.417)	
paygradeo5		6.76244** (0.469)	0.03083 (0.425)	
paygradeo6		6.83603** (0.498)	-0.05693 (0.451)	
religionnone		0.03265 (0.141)	0.13387 (0.128)	
religionother		0.33007* (0.147)	0.37981** (0.133)	
religionprotestant		0.01129 (0.127)	0.17659 (0.115)	
religionromancatholic		0.05290	0.19237	

		(1)	(1)	(1)
VARIABLES	Training_ Differences	Training_ Differences	uhatsq	Uhatsq
	OLS Baseline	(OLS)	Breusch-Pagan test	White test
		(0.130)	(0.118)	
relmoderate		-0.02332	-0.01676	
		(0.138)	(0.125)	
relfundamentalist		-0.08186	-0.07793	
		(0.151)	(0.137)	
reldoesnotapply		0.08793	0.03331	
		(0.144)	(0.130)	
restrictedline		0.42981**	0.32404**	
		(0.132)	(0.119)	
staffcorps		0.44898**	0.40004**	
		(0.146)	(0.133)	
unrestrictedline		0.53042**	0.35596**	
		(0.127)	(0.115)	
Yhat				1.99742**
				(0.475)
Yhatsq				-0.07996
				(0.020)
Constant	8.90625**	1.28384*	-0.76185	-11.40397
	(0.114)	(0.517)	(0.469)	(2.706)
Observations	165	165	165	165
R-squared	0.009	0.790	0.249	0.103
Standard errors in parentheses				
** p<0.01, * p<0.05				

Note: Standard errors in parenthesis; \*\* p<0.01, \* p<0.05

The initial regression with just gender is not statistically significant. The model with all demographic variables shows that opinions on overall training effectiveness are statistically significant with a P-statistic of 0.0 and an R-squared of 0.79. Gender, age, ethnicity, all religions besides other, and whether respondents were raised in the South or West regions of the United States are not statistically significant. Religion “other,” and whether a respondent was raised in the Midwest or Northeast are statistically significant to the 5% level. Officer communities and pay grades are statistically significant at the 1% level.

## 5. Opinions of Navy Officers Specifically About Sexual Harassment Prevention Training Effectiveness

Table 26 indicates the different tests that were performed on the survey data where demographic variables were regressed on the specific opinion differences of Navy

officers regarding the effectiveness of sexual harassment prevention training. The demographics are gender, age, geographic region in which the survey respondent was primarily raised, ethnicity, military pay grade, religious preference, and the type of religion practiced, if applicable.

Table 26. OLS regression model: Opinions About Sexual Harassment Prevention Training Effectiveness

VARIABLES		(1)	(1)	(1)
	trngdiff_ sexhar	trngdiff_ sexhar	uhatsq	Uhatsq
	OLS Baseline	OLS	Breusch-Pagan test	White test
gender	-0.09680 (0.145)	-0.18483 (0.153)	0.07821 (0.101)	
age2230		0.88124 (0.581)	0.15926 (0.385)	
age3140		1.08035 (0.572)	0.10623 (0.379)	
age4150		0.87888 (0.548)	0.40745 (0.363)	
Midwest		0.27773 (0.333)	-0.07949 (0.221)	
Northeast		0.06744 (0.352)	0.01322 (0.233)	
South		0.09131 (0.326)	0.13196 (0.216)	
West		0.45727 (0.327)	-0.05016 (0.216)	
ethasian		-0.63196 (0.402)	-0.00810 (0.266)	
ethblackaframerican		-0.12670 (0.334)	-0.05095 (0.221)	
ethhawpacislander		-0.16181 (0.491)	0.09271 (0.325)	
ethwhite		-0.25131 (0.251)	0.20098 (0.166)	
paygradeo1o1e		-0.38699 (1.109)	-0.32281 (0.734)	
paygradeo2o2e		1.54820 (1.046)	-0.73867 (0.693)	
paygradeo3o3e		0.43968 (0.981)	-0.47253 (0.649)	
paygradeo4		0.40630 (0.982)	-0.44478 (0.650)	
paygradeo5		0.18284 (1.001)	-0.56012 (0.663)	
paygradeo6		0.47545 (1.064)	-0.76837 (0.704)	

		(1)	(1)	(1)
VARIABLES	trngdiff_ sexhar	trngdiff_ sexhar	uhatsq	Uhatsq
	OLS Baseline	OLS	Breusch-Pagan test	White test
religionnone		0.60527*	0.06445	
		(0.302)	(0.200)	
religionother		0.32099	0.07941	
		(0.314)	(0.208)	
religionprotestant		0.18493	0.10187	
		(0.271)	(0.180)	
religionromancatholic		0.20232	0.11558	
		(0.277)	(0.184)	
relmoderate		0.63922*	-0.11132	
		(0.295)	(0.195)	
relfundamentalist		0.89948**	0.07735	
		(0.323)	(0.214)	
reldoesnotapply		0.52696	-0.09490	
		(0.307)	(0.203)	
restrictedline		-0.24188	-0.28601	
		(0.282)	(0.186)	
staffcorps		-0.41098	-0.24129	
		(0.313)	(0.207)	
unrestrictedline		-0.14504	-0.24639	
		(0.271)	(0.179)	
yhat				0.53824
				(0.363)
Yhatsq				-0.28825*
				(0.140)
Constant	1.37500**	-0.65155	0.73155	0.22559
	(0.130)	(1.105)	(0.731)	(0.238)
Observations	165	165	165	165
R-squared	0.003	0.255	0.166	0.047
Standard errors in parentheses				
** p<0.01, * p<0.05				

Note: Standard errors in parenthesis; \*\* p<0.01, \* p<0.05

While the initial regression with just gender is not statistically significant, the linear regression with all demographic variables is statistically significant. Having no religion, or subscribing to a moderate or fundamentalist religious interpretation are significant at the 5% level and 1% level respectively. Gender is not significant in relation to the perceived effectiveness of sexual harassment prevention training. This supports both the written comments and the individual survey answers, which show that both men and women tend to question the effectiveness of prevention training.

## 6. Opinions of Navy Officers Specifically About Sexual Assault Prevention Training Effectiveness

Table 27 reflects the different tests that were performed on the survey data where demographic variables were regressed on the overall opinion differences of Navy officers regarding the effectiveness of sexual assault prevention training. The demographics are gender, age, geographic region in which the survey respondent was primarily raised, ethnicity, military pay grade, religious preference, and the type of religion practiced, if applicable.

Table 27. OLS regression model: Opinions About Sexual Assault Training Effectiveness

VARIABLES	trngdiff_ sexas	(1) trngdiff_ sexas	(1) uhatsq	(1) Uhatsq
	OLS Baseline	OLS	Breusch-Pagan test	White test
gender	0.04629 (0.026)	0.04426 (0.022)	-0.01516 (0.012)	
age2230		0.03316 (0.085)	-0.03085 (0.045)	
age3140		-0.00032 (0.084)	-0.00113 (0.045)	
age4150		0.04135 (0.081)	-0.00625 (0.043)	
Midwest		0.11812* (0.049)	0.02987 (0.026)	
Northeast		0.09719 (0.052)	0.04066 (0.027)	
South		0.10844* (0.048)	0.04664 (0.025)	
West		0.11804* (0.048)	0.03303 (0.025)	
ethasian		0.00287 (0.059)	-0.02228 (0.031)	
ethblackaframerican		-0.11205* (0.049)	0.07142** (0.026)	
ethhawpacislander		-0.02096 (0.072)	-0.02029 (0.038)	
ethwhite		0.00042 (0.037)	-0.01986 (0.020)	
paygradeo1o1e		1.15731** (0.163)	-0.09569 (0.086)	
paygradeo2o2e		1.04699** (0.154)	-0.07065 (0.082)	
paygradeo3o3e		1.09348**	-0.07370	

		(1)	(1)	(1)
VARIABLES	trngdiff_ sexas	trngdiff_ sexas	uhatsq	Uhatsq
	OLS Baseline	OLS	Breusch-Pagan test	White test
		(0.144)	(0.076)	
paygradeo4		1.11402**	-0.09829	
		(0.144)	(0.077)	
paygradeo5		1.09935**	-0.08505	
		(0.147)	(0.078)	
paygradeo6		1.10445**	-0.09972	
		(0.156)	(0.083)	
religionnone		0.02002	0.00878	
		(0.044)	(0.024)	
religionother		0.13063**	0.03741	
		(0.046)	(0.025)	
religionprotestant		0.02494	0.02060	
		(0.040)	(0.021)	
religionromancatholic		0.05048	0.02240	
		(0.041)	(0.022)	
relmoderate		-0.05239	0.00161	
		(0.043)	(0.023)	
relfundamentalist		-0.05069	-0.01013	
		(0.047)	(0.025)	
reldoesnotapply		-0.00962	-0.00546	
		(0.045)	(0.024)	
restrictedline		0.10561*	0.05319*	
		(0.041)	(0.022)	
staffcorps		0.12971**	0.04251	
		(0.046)	(0.024)	
unrestrictedline		0.10396**	0.06492**	
		(0.040)	(0.021)	
yhat				-0.97285*
				(0.463)
yhatsq				0.20907*
				(0.099)
Constant	1.96875**	0.63643**	0.02010	1.11686*
	(0.024)	(0.162)	(0.086)	(0.532)
Observations	165	165	165	165
R-squared	0.018	0.526	0.275	0.027
Standard errors in parentheses				
** p<0.01, * p<0.05				

Note: Standard errors in parenthesis; \*\* p<0.01, \* p<0.05

Again the initial regression with just gender is not statistically significant. The model with all demographics shows that respondents' opinions on sexual assault prevention training are statistically significant with a P-statistic of 0.0 and an R-squared

of 0.52. Gender, paygrade, whether a respondent was raised in the Midwest, African-American ethnicity, religion “other,” and officer community are all statistically significant.

### **C. 2008 DEFENSE MANPOWER DATA CENTER (DMDC) GENDER RELATIONS SURVEY ANALYSIS**

This survey was the fourth in a series of surveys mandated by U.S. Code Title 10, Section 532 (see Appendix C). It was administered to students at the Department of Defense Service Academies: the U.S. Military Academy (USMA), the U.S. Naval Academy (USNA), and the U.S. Air Force Academy (USAFA). The survey was used to assess students’ perceptions of sexual harassment, sexual assault, and related issues. The survey covers the following topics: incident rates of sexual assault, sexual harassment and sexist behavior, stalking behaviors, a discussion of students’ perceptions of culture related to sexual harassment and sexual assault, sexual harassment and sexual assault prevention training, and students’ perceptions of progress being made in the reduction or prevention of sexual harassment and sexual assault.

#### **1. Measurement of Constructs**

##### ***a. Unwanted Sexual Contact***

Unwanted sexual contact is not a term that is specifically defined in the Uniform Code of Military Justice (UCMJ), but it is used to define a wide range of activities that the UCMJ prohibits. These activities include: uninvited and unwelcome sexual intercourse, sodomy, penetration by an object, and the unwanted touching of genitalia or other sexually related areas of the body.

##### ***b. Unwanted Gender-Related Behaviors***

Survey participants were provided a list of 12 sexual harassment behaviors and four sexist behaviors and were asked how many times they had experienced the behaviors within the preceding 12-month period. Crude or offensive language, unwanted sexual attention, and sexual coercion were included in these behaviors. A counting algorithm was used to “count” the frequency of experiences. Only those who had

responded positively to experiencing at least one of the behaviors and who had expressed their belief that some or all of the behaviors were sexual harassment were included in this count.

**c. *Stalking-Related Behaviors***

Under Article 120 of the Uniform Code of Military Justice (UCMJ), stalking is defined as "a course of conduct directed at a specific person that would cause a reasonable person to fear death or bodily harm, including sexual assault, to himself or herself or a member of his or her immediate family," and it is a crime. Questions about stalking behaviors were incorporated in this study, contrary to previous studies, as Congress expanded Article 120 of the UCMJ in 2006 to include stalking as a crime.

**2. Survey Methodology**

To correct the possibility of biased estimates of populations, DMDC used an undefined "industry standard, three stage process" to weight the data. The three steps used in this process were an adjustment for selection probability, adjustments for non-response, and an adjustment for known population values.<sup>98</sup> As the female service Academy population was so small in comparison to the male population, all of the female observations were included in the sample. After weighting the sample, the variance estimates were calculated using SUDAAN PROC DESCRIPT© software.<sup>99</sup>

**3. Survey Administration**

Paper and pen surveys were administered in separate sessions to male and female students at the service academies. The students were handed a survey, an envelope, a pen, and a worksheet. They were also provided instructions and opportunities for

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<sup>98</sup> Defense Manpower Data Center (DMDC), *2008 Service Academy Gender Relations Survey*, DMDC, page Report, Office of the Under Secretary of Defense for Personnel and Readiness (Arlington, VA: DMDC, 2008), page 8.

<sup>99</sup> SUDAAN PROC DESCRIPT software is a product of the Research Triangle Institute, Incorporated 2004.



counseling should the experience be too upsetting for them. Participation was completely voluntary and the students could leave at any time.<sup>100</sup>

#### **4. Analytical Procedures**

Academy (U.S. Military Academy, U.S. Naval Academy, U.S. Air Force Academy, class year (Freshman, Sophomore, Junior, Senior), gender, and survey year categorized the survey results. Only statistically significant findings were included in the analysis. Comparisons were made within one class year at a time and between the weighted averages of the different class year groups. For example, all of the Senior class students were rated together and then the Seniors were rated with the weighted averages of the Juniors, Sophomores, and Freshmen.

#### **5. U.S. Naval Academy**

As noted earlier, three service academies were surveyed, but for the purpose of this thesis, only survey responses from the U.S. Naval Academy survey responses are considered. Table 10 from the survey shows the total number of respondents, by gender, which were weighted at a 74 percent overall response rate.<sup>101</sup> The information listed in Table 28 was used in formulas to calculate the data in subsequent tables contained within this section.

Table 28. 2008 DMDC Service Academy Gender Relations USNA Survey Responses, by Gender

Male Respondents	769
Female Respondents	675
Total	1444

Source: 2008 DMDC Gender Relations Survey, page 8

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<sup>100</sup> Defense Manpower Data Center (DMDC), *2008 Service Academy Gender Relations Survey*, DMDC Report, Office of the Under Secretary of Defense for Personnel and Readiness (Arlington, VA: DMDC, 2008), 9.

<sup>101</sup> *Ibid.*, 8.

*a. Survey Indications*

Table 29 summarizes data extracted from information contained in the DMDC survey analysis.<sup>102</sup> Extended detail of the DMDC survey results is provided following this table.

Table 29. 2008 DMDC Service Academy Gender Relations USNA survey results.

Item	Male	Female	
<b>Experienced Unwanted Sexual Contact</b>	2.4%	8.3%	
<b>Unwanted sexual contact details<sup>103</sup></b>		84%	Touching of genitalia
		27%	Attempted
		28%	Completed
		36%	Attempted oral or anal sex, or object
		24%	Completed oral or anal sex, or object
		98%	Identified offender as male
		93%	The offender was a fellow midshipman
		36%	The incident occurred in living/sleeping
		46%	Alcohol or drugs were involved
		47%	Physical force was
		82%	Discussed the incident with someone
		15%	Sought professional help
		10%	Reported the incident
		67%	Did not report due to shame or embarrassment

<sup>102</sup> Defense Manpower Data Center (DMDC), *2008 Service Academy Gender Relations Survey: Executive Summary*, DMDC Report, Office of the Under Secretary of Defense for Personnel and Readiness (Arlington, VA: DMDC, 2008), iii–x.

<sup>103</sup> Details of unwanted sexual contact for men are not reportable due to the small number of men who experienced unwanted sexual contact.

Item	Male	Female	
		66%	Did not report because they did not want to be the subject of gossip
		64%	Did not report as they dealt with the situation themselves
		63%	Did not report as they felt uncomfortable making a report
		60%	Did not report as they thought it would hurt their reputation or standing
		55%	Did not report as they thought it was not important enough to report
<b>Received sexual assault training</b>	97%	98%	
<b>Effectiveness of sexual assault training (slightly effective to highly effective)</b>	87%	89%	
<b>Leadership response: leaders making reasonable attempts to stop sexual harassment and sexual assault</b>	Similar percentages of men (55-88%) agreed with the females about the leadership response to sexual harassment and sexual assault	73%	Midshipman leaders
		78-82%	NCO's and Commissioned Officers
		55-	Staff
		71%	Senior Academy leaders
<b>Progress in reducing sexual assault: Less of a problem</b>	52%	32%	
<b>Experienced Sexual harassment and sexist behavior</b>	14%	56%	
<b>Sexual harassment and sexist behavior details</b>	54%	84%	Experienced crude/offensive behavior

Item	Male	Female	
	17%	48%	Experienced unwanted sexual attention
	5%	11%	Experienced sexual coercion
	49%	95%	Experienced sexist behavior
<b>Unwanted gender-related behavior details/reported experiencing sexual harassment and/or sexist behaviors</b>	77%	87%	Identified the offender as an Academy student
	69%	43%	Indicated the situation lasted less than one week
	16%	24%	Reported the situation lasted less than six months
	52%	68%	Situation occurred during the academic day
	56%	69%	Situation occurred in the living/sleeping area
		60%	Situation occurred during meals in the dining hall
	33%	78%	Discussed the situation with family/friends
	4%	12%	Discussed the situation with an authority
<b>Received Sexual Harassment Training</b>	99%	97%	
<b>Effectiveness of sexual assault training (slightly effective to highly)</b>	88%	85%	
<b>Progress in reducing sexual assault: Less of a problem</b>	43%	29%	
<b>Stalking</b>	1.3%	5%	

Source: Data compiled from 2008 DMDC Gender Relations Survey, Executive Summary

***b. Unwanted Sexual Contact***

Article 120 of the Uniform Code of Military Justice defines unwanted sexual contact as:

...The intention touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of another person, or intentionally causing another person to touch, either directly or through the clothing, the genitalia, anus, groin, breast, inner thigh, or buttocks of any person, with an intent to abuse, humiliate, or degrade any person or to arouse or gratify the sexual desire of any person.

Using this definition, survey participants who had indicated experiencing unwanted sexual contact were asked to identify one situation of such contact that had the greatest effect on them. This information was used to answer the questions, “Who were the offenders?” “Where did it occur?” “Were drugs and/or alcohol involved?” and “Was the experience reported, and if not, why?”<sup>104</sup>

***c. Unwanted Gender-Related Experiences***

Although unwanted gender-related experiences, such as sexual harassment and sexist behavior, are not as severe as unwanted sexual contact, they are still potentially psychologically damaging.<sup>105</sup> The Department of Defense (DoD) defines sexual harassment as:

A form of sex discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a person’s job, pay, or career, or
- Submission to or rejection of such conduct by a person is used as a basis for career or employment decision affecting that person, or

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<sup>104</sup> Defense Manpower Data Center (DMDC), *2008 Service Academy Gender Relations Survey*, DMDC Report, Office of the Under Secretary of Defense for Personnel and Readiness (Arlington, VA: DMDC, 2008), 13.

<sup>105</sup> *Ibid.*, 67.

- Such conduct has the purposes or effect of unreasonably interfering with an individual's work performance or creates an intimidating, hostile, or offensive working environment.<sup>106</sup>

As defined by the U.S. legal system and DoD, behaviors that would create a hostile work environment were included in the DMDC survey. The survey questions were categorized into three categories: crude/offensive behavior, unwanted sexual attention, and sexual coercion. These behavioral categories are further defined in this survey as: "crude/offensive behavior is verbal/nonverbal behaviors of a sexual nature that were offensive or embarrassing; unwanted sexual attention attempts to establish a sexual relationship; and sexual coercion are instances of specific treatment or favoritism conditioned on sexual cooperation. Only those respondents who reported having experienced unwanted gender-related behaviors and believed them to be sexual harassment were included in the calculation of incident rates."<sup>107</sup>

#### *d. Stalking Behaviors*

Under the UCMJ, stalking is a crime. Article 120a of the UCMJ defines stalking as "a course of conduct directed at a specific person that would cause a reasonable person to fear death or bodily harm, including sexual assault, to himself or herself or a member of his or her immediate family."<sup>108</sup> Stalking must be "intentional, repeated, and cause fear of physical injury"<sup>109</sup> in order to be a punishable offense under the UCMJ.

Survey participants were asked questions regarding stalking experiences, based of questions created from information provided in literature reviews and focus groups. Due to the language in Article 120a, responses were classified as stalking

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<sup>106</sup> Secretary of Defense, "DOD Annual Report on Sexual Harassment and Violence at the U.S. Military Service Academies: APY 2006-2007," Annual Report, Department of Defense (2007), 286.

<sup>107</sup> Defense Manpower Data Center (DMDC), *2008 Service Academy Gender Relations Survey*, DMDC Report, Office of the Under Secretary of Defense for Personnel and Readiness (Arlington, VA: DMDC, 2008), 72.

<sup>108</sup> Rod Powers, *Punitive Articles of the UCMJ*, 2010, <http://usmilitary.about.com/od/justicelawlegislation/a/article120a.htm> (accessed February 7, 2010).

<sup>109</sup> Defense Manpower Data Center (DMDC), *2008 Service Academy Gender Relations Survey*, DMDC Report, Office of the Under Secretary of Defense for Personnel and Readiness (Arlington, VA: DMDC, 2008), 157.

behaviors only if the respondent indicated having had experienced one or more stalking behaviors and they felt in danger of physical harm or sexual assault.<sup>110</sup>

*e. Culture*

The culture of a military Academy organization involves attitudes and/or perceptions and actions taken by its members, leaders and followers. These perceptions and actions set the tone for how the organizational policies and programs are implemented by members of leadership including officers and non-commissioned officers (NCOs) in charge of their units, civilian and military faculty, and student leaders.

At the U.S. Naval Academy (USNA), the culture of that organization, or command climate, may differ from stated policies, therefore, the student survey participants were asked to honestly evaluate the actions of their leaders in preventing or reducing sexual harassment and sexual assault within their organization and creating a culture of non-tolerance for these behaviors.<sup>111</sup> The responses were classified in terms of each level of leadership (e.g., officers and non-commissioned officers, faculty members, student leaders).

*f. Training*

Survey participants were asked questions pertaining to the availability and effectiveness of sexual harassment and sexual assault training provided to them at the USNA within the preceding year. They were also asked about their understanding of the procedures for preventing or reporting occurrences of sexual harassment and sexual assault. Availability and the perceived effectiveness of training received by the participants were gauged by their responses.<sup>112</sup>

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<sup>110</sup> Defense Manpower Data Center (DMDC), *2008 Service Academy Gender Relations Survey*, DMDC Report, Office of the Under Secretary of Defense for Personnel and Readiness (Arlington, VA: DMDC, 2008), 157.

<sup>111</sup> *Ibid.*, 169.

<sup>112</sup> *Ibid.*, 245.

*g. Progress*

The final topic for the DMDC survey analysis was the participant perceptions of progress made in reducing the prevalence of sexual harassment and sexual assault at the USNA compared to civilian institutions of higher learning. The participants were asked whether or not sexual harassment and sexual assault were more or less of a problem since becoming a student at the Academy. Unlike previous questions, which reflected a class year period, these questions included all the years (or their overall experience) each student had been attending the Academy. Due to this difference, the timeframes involved were varied as the participants were from different class year groups and had differing lengths of Academy experience.<sup>113</sup>

**D. SIMILARITIES AND DIFFERENCES BETWEEN RESULTS OF THE 2008 DMDC SURVEY AND THE 2009 SURVEY**

The DMDC survey was comprehensive and classified questions asked to service academy students by unwanted sexual contact, unwanted gender-related experiences, stalking behaviors, culture, training, and progress. The results of the survey included incident rates of sexual assault, sexual harassment and sexist behavior, stalking behaviors, a discussion of students' perceptions of culture related to sexual harassment and sexual assault, sexual harassment and sexual assault prevention training, and students' perceptions of progress being made in reducing or preventing sexual harassment and sexual assault.

The major points of the survey results are:

- 2.4 percent of men and 8.3 percent of women reported experiencing unwanted sexual contact. Sexual contact details for female respondents were given, but not for the men due to the small number of reports.
- 97 percent of men and 98 percent of women received sexual assault prevention training

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<sup>113</sup> Defense Manpower Data Center (DMDC), *2008 Service Academy Gender Relations Survey*, DMDC Report, Office of the Under Secretary of Defense for Personnel and Readiness (Arlington, VA: DMDC, 2008), 281.



- 87 percent of men and 89 percent of women felt the sexual assault prevention training was effective
- Most respondents felt that leaders on all levels were making a reasonable attempt to stop sexual harassment and sexual assault.
- Most respondents felt that the academies are making progress in reducing sexual assault.
- 14 percent of men and 56 percent of women experienced harassment and sexist behavior
- 99 percent of men and 97 percent of women received sexual harassment prevention training
- 88 percent of men and 85 percent of women believe the sexual harassment prevention training was effective
- Most respondents felt that the academies are making progress in reducing sexual harassment.
- 1.3 percent of men and 5 percent of women experienced stalking behaviors

The DMDC survey report included a description of the survey, background on why it was conducted, and detailed results of the findings. It provided percentage-based statistical information derived from responses by students of the U.S. military service academies. This information was presented in a simple “topic/description/response percentage” format. It assessed incident rates and included a discussion of students’ perceptions. Due to the informational construct of the report, no conclusions or recommendations were provided.

The NPS survey was not as broad in scope as the DMDC survey. Question categories include classifying sexual assault and harassment, opinions regarding sexual assault, sexual harassment and sexual assault prevention training availability and effectiveness of training and training methods, opinions regarding unwanted sexual attention, opinions regarding gender-related experiences, opinions regarding unwanted

sexual contact, and opinions regarding the growth or reduction of sexual harassment and sexual assault in the Navy. The major points of the NPS survey results are:

- In classifying sexual harassment and sexual assault by hypothetical scenario, men and women responded similarly. Women tended to be more inclined than men to discuss problems; men were more inclined than women to say that women might engage in sexual activities for job favors.
- Women do not agree as strongly as men that sexual assault training is taken seriously.
- Women tend to feel more strongly than do men that sexual assault is a problem in the Navy. Women also feel less confident than do men that the punishment of sexual assaults under the UCMJ is a deterrent.
- Two-thirds of the male respondents and about one-quarter of the female respondents reported receiving sexual harassment and sexual assault prevention training within 6 months prior to taking the survey. Respondents had mixed views regarding the effectiveness of computer-based training, although a sizable majority of both men and women felt that current training was either highly effective or moderately effective. From a structured list of optional types of training, women felt the most effective method would be presentations by victims, while men tended to favor small group discussions.
- In comments, men tended to favor a more direct approach than did women in dealing with situations where unwanted sexual contact may be an issue.
- Men are less likely than women to view situations of sexual harassment as such.
- Both men and women felt believe that verbal interaction to clarify boundaries is important when addressing unwanted sexual contact.
- Men and women tended to agree that a lack of military protocol could contribute in a major way to unwanted sexual contact. Men also tended to

blame mixed-gender crews and relaxed command climates. Women tended to blame ineffective training and “other” (unidentified) reasons behind unwanted sexual contact.

- Based on comments, survey responses, and previous studies, male respondents who felt that sexual harassment and sexual assault are not a substantial problem may be influenced by their lack of first-hand experience.
- Nine out of ten men and women felt that the conditions for sexual harassment or sexual assault are currently less of a problem or about the same as they were when they first entered the Navy. In comments, a number of women stressed that instances of harassment and assault would decrease in a command climate where victims are taken seriously.

The two surveys shed additional light on the problems of sexual harassment and sexual assault, both within the Navy generally and at the Naval Academy. The perspective of the students at the academy may differ somewhat from who have been part of the Navy community for years, but certain common threads are found. These include an apparently greater perceived effectiveness of preventive training than its actual effectiveness, and women seeing sexual harassment and assault as more of a problem than men.

The NPS survey did not address self-reports of experiencing sexual harassment and stalking behaviors, unwanted sexual contact, sexual assault, while the DMDC survey did; the statistical analysis of the reports are provided in section 5.a., U.S. Naval Academy: Survey Indications, of Chapter IV. Rather than personal experiences, the NPS survey focused on perspectives and personal opinions. Both surveys indicate a large number of respondents took prevention training. The DMDC respondents reported satisfaction with training effectiveness, and the NPS survey data indicated the similar results; the NPS survey comments indicated dissatisfaction with training effectiveness. Both surveys indicate progress in reducing sexual harassment and assault, but the NPS

survey was more extensive in providing suggestions for improvement, such as changing training to have victims give talks about their experiences, and having commands reiterate the necessity for prevention training.

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## **V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

### **A. SUMMARY**

By some accounts, sexual assault and sexual harassment are pervasive in the Navy. In September 2009, the Secretary of the Navy called sexual assault and sexual harassment a “major unaddressed problem.” He then ordered a complete overhaul of the Navy’s approach in preventing and handling such issues. The present research was initiated in response to this call for action—to contribute toward better understanding the problem, its consequences, and its prevention.

The researchers set out to study the topic with a general hypothesis, namely, that men and women tend to view sexual assault and sexual harassment differently. This hypothesis is supported by previous research in the civilian sector. In addition, the researchers hypothesized that many members of the Navy see present methods of prevention training as minimally effective and that even these perceptions could likewise differ by gender. To test these hypotheses, the researchers first explored two sources of information: (1) previous studies of gender-related differences, the causes of sexual assault and sexual harassment, and military culture; and (2) results from the Department of Defense Manpower Data Center (DMDC) 2008 Service Academy Gender Relations Survey. The researchers then designed and distributed a survey to all active-duty Navy officers assigned to the Naval Postgraduate School (NPS). The survey was conducted in December 2009 and is the primary source of information for the present study.

Responses to the NPS survey were tabulated and analyzed. Frequency analysis and cross-tabulations were used to study the distribution of responses by gender. Additionally, regression analysis was used to identify demographic and background correlates for perceptions of (a) what constitutes sexual assault and sexual harassment and (b) education and training programs for prevention. Many survey respondents submitted personal comments. These comments were sorted and combined with survey results to identify principal themes. The major results of the study are as follows:

- Men and women who responded to the survey tend to perceive sexual harassment and assault differently. This difference is statistically significant.
- Women who responded to the survey tend to believe that sexual harassment and assault are more of a problem in the Navy than do their male counterparts.
- Women and men tend to differ on whether prevention training is effective, with men more positive about the benefits of current training than are women.
- Female and male respondents alike want more interactive training that is not just a “check in the box.”

## B. CONCLUSIONS

According to the NPS survey results, respondents tend to question whether sexual assault cases slip past the UCMJ and believe that prevention training is not taken seriously enough in the fleet. Furthermore, proportionately more women than men believe that sexual assault is a problem in the Navy, which suggests that male and female respondents perceive such problems differently.

The survey comments similarly suggest that male and female respondents differ markedly in terms of their views on sexual harassment and assault in the Navy. Many male respondents who commented did not believe that sexual harassment or assault is a problem in the Navy because they have not *personally witnessed* such encounters. A number of men also felt that problems arise mainly from mixed-gender crews, and they consequently advocate limiting mixed-gender interaction.

As in the structured part of the survey, a number of comments from women emphasized that sexual harassment and assault are still a problem in the Navy; as in the structured survey, women also remarked how conditions have improved since they were first commissioned. Several male and female respondents referred to an attitude in the fleet that women will falsely accuse others of sexual harassment or assault to either cover up her career failings or to gain special treatment. Male comments regarding sexual harassment and assault, coupled with the view that women falsely report sexual harassment and assault, may indicate some hostility toward women and an unwillingness

to acknowledge the problem. Such attitudes by male peers may account for female respondents' comments that sexual harassment and assault are still significant problems in the Navy.

According to the DMDC study, male and female midshipmen tend to believe that training is effective. Yet, this generally favorable view of training effectiveness is contradicted somewhat by the number of men and women who continue to report that they have experienced sexual harassment. While the DMDC survey provides important insights into the attitudes of these young midshipmen, it focuses primarily on the incidence of sexual harassment and assault, rather than on men's and women's perceptions of these acts.

A "large amount of literature indicates the acceptance of rape myths is predictive of and/or contributes to acts of (or intentions to) committing a sexual offense."<sup>114</sup> Rape myths mentioned in the literature include:

- Sexual aggression can be justified based on women's behavior
- Women should be held more responsible for sexual assault
- Peer pressure and the need for sexual status cause men to misread women's sexual intent
- Alcohol and coercion are acceptable tactics to acquire sexual compliance, and
- Men should be dominant and women should accept their traditional role

Several survey comments expressed views that constitute rape myths. Since prevention training is designed to decrease the incidence of sexual harassment and assault, the fact that a number of male officers endorsed typical rape myths in survey comments suggests that current training is not effectively addressing an important aspect of culture that excuses rape, and thus allows it to continue.

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<sup>114</sup> Gerald H. Burgess, "Assessment of Rape-Supportive Attitudes and Beliefs in College Men: Development, Reliability, and Validity of the Rape Attitudes and Beliefs Scale," *Journal of Interpersonal Violence* (Sage Publications) 20 (August 2007).



## **C. RECOMMENDATIONS**

The present study of sexual assault and sexual harassment is exploratory. It is based largely on the NPS survey of Navy officers, which included a select segment of the Navy population, at a particular point in time, and focused on a limited range of issues. Clearly, further studies conducted on a much larger scale, including both officer and enlisted personnel, could provide greater insight. Two areas for further research are discussed briefly below.

### **1. Explore Shifting the Focus of Training to Eliminate Rape Myths**

Consistent with the results of the present study and the review of literature, future research should examine revising prevention training to help eliminate existing myths about rape. This training could incorporate the following:

- Interaction with victims
- Discussion of rape myths and their consequences
- Discussion of gender differences in perceptions and how these differences can affect gender relations.

### **2. Conduct Further Research on Gender Differences in Perception**

This study provides evidence of gender differences in how sexual assault and sexual harassment are viewed by Navy officers. However, as noted, the scope of the study is limited to Navy officers attending NPS. This area of research could prove valuable in understanding related issues and designing future prevention programs. Therefore, further research should be conducted. The first phase of the research should include focus groups with women and men in the Navy to create a new, more highly defined and extensive survey. The resulting, expanded survey should cover the entire fleet, both officers and enlisted personnel, within the continental United States and abroad. This larger population sampling would eliminate any possibility of population bias, which may exist in the present study.

## **APPENDIX A: PERCEPTIONS OF SEXUAL ASSAULT AND SEXUAL HARASSMENT, 2009 NPS SURVEY**

### **INTRODUCTION**

This survey is an important component of a study that explores perceptions of sexual assault and sexual harassment in the U.S. Navy. The students in the Manpower Systems Analysis (MSA) curriculum, Graduate School of Business and Public Policy (GSBPP), are conducting it.

You were selected to participate in the survey because you are a fellow Naval Officer assigned to NPS.

The survey contains 21 questions and should take no more than 10 minutes to complete. You will NOT be asked to provide any personally identifiable information. Participation is strictly voluntary.

We do hope that you choose to respond to our questions on this very sensitive and important topic.

### **CONSENT**

I have read the information provided above. I understand that this survey is voluntary and that my responses will be treated as anonymous and confidential. I further understand that, by agreeing to participate in the survey, I do not waive my legal rights.

We realize that your time is valuable and sincerely appreciate your willingness to assist our study. If you wish to know the results of the study, please feel free to contact us by separate communication. Additionally, please do not hesitate to contact us if you have any questions or concerns.

Thank you again for participating!

The POCs are:

LTJG Patricia Bouldin, [plbouldi@nps.edu](mailto:plbouldi@nps.edu)

LTJG Alexandra Grayson, [amgrayso@nps.edu](mailto:amgrayso@nps.edu)

**WHAT IS IT?**

**1. Select the category of conduct that corresponds to each type of conduct.**

	<b>Sexual Harassment</b>	<b>Sexual Assault</b>	<b>Neither Sexual Harassment nor Assault</b>
Discussing sexual activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telling off-color jokes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unnecessary touching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displaying sexually suggestive pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using demeaning or inappropriate terms, such as "Babe"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using indecent gestures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using crude and offensive language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ignoring the objections to sexual advances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unwanted sexual contact against the will and without consent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Granting job favors to those who participate in consensual sexual activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2. How much do you AGREE or DISAGREE with the following statements?**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I would know what to do if I were sexually assaulted at my command	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel free to report sexual assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual assault training is taken seriously by the Navy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual assault is a problem in the Navy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Navy is taking action actions to prevent sexual assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual assaults of any kind are crimes punishable under the Uniformed Code of Military Justice (UCMJ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**EDUCATION AND TRAINING**

**3. Have you attended a General Military Training (GMT), whether in person or via Navy Knowledge Online (NKO), on the subject of sexual assault awareness and prevention within [select one time period below]...**

<input type="checkbox"/>	<b>The last three months?</b>
<input type="checkbox"/>	<b>The last six months?</b>
<input type="checkbox"/>	<b>The last year?</b>
<input type="checkbox"/>	<b>Never?</b>

**4. In your opinion, how effective was the training you received in actually reducing or preventing behavior that might be seen as sexual harassment or sexual assault?**  
[Mark one answer for each]

	<b>Highly effective</b>	<b>Moderately effective</b>	<b>Slightly effective</b>	<b>Not at all effective</b>	<b>Does not apply; I Have not had training</b>
Sexual harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5. In your opinion, how effective are each of the following types of sexual assault and sexual harassment training methods? (Mark one answer in each row)**

	<b>Highly effective</b>	<b>Moderately effective</b>	<b>Slightly effective</b>	<b>Not at all effective</b>	<b>Does not apply; I Have not had training</b>
Small group discussions among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small group discussion with faculty/staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentations by experts (legal, counseling, researchers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentations by victims	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentations by your institution staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plays, dramatizations, role playing presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training in basic character	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any related opinions on training methods?					

**UNWANTED ATTENTION**

**6. An NPS student receives several comments from a professor regarding the student's attractiveness and is asked questions of a personal nature within the course of the conversations initiated by the professor. As a result of this, the student transfers to another section of the course under a different instructor.**

	Yes	No
Is this a case of unwanted sexual attention?	<input type="checkbox"/>	<input type="checkbox"/>
Should the student have confronted the professor about the comments?	<input type="checkbox"/>	<input type="checkbox"/>
Did the student overreact to the comments made by the professor?	<input type="checkbox"/>	<input type="checkbox"/>
Should the student have reported the comments?	<input type="checkbox"/>	<input type="checkbox"/>
What do you think?		

**GENDER-RELATED EXPERIENCES**

**7. During deployment, the XO of a ship institutes a policy that no male/female interaction in staterooms will occur behind closed doors, however, female/female and male/male interactions are permissible behind closed doors, even when two people are not roommates.**

	Yes	No
Is this a case of gender discrimination?	<input type="checkbox"/>	<input type="checkbox"/>
Is this a good policy to prevent accusations of sexual assault or harassment?	<input type="checkbox"/>	<input type="checkbox"/>
Is this policy disrespectful of ship members' integrity and professionalism?	<input type="checkbox"/>	<input type="checkbox"/>
What do you think?		

**UNWANTED SEXUAL CONTACT**

**8. Two officers frequently pass each other in a p-way. When they pass, one of the officers rubs against the other, but apologizes, blaming the rocking of the ship. This occurs several times, yet the officer who was rubbed made no comment.**

	Yes	No
Is this an unwanted sexual contact?	<input type="checkbox"/>	<input type="checkbox"/>
Should the officer who was rubbed have made a comment to the officer who had rubbed?	<input type="checkbox"/>	<input type="checkbox"/>
What do you think?		

**9. One day, these same two officers are going up a ladder well to get to their watch station, the officer behind grabs the officer in front by the hips and presses full length against the officer for several seconds. When confronted, the officer who grabbed the other officer claims the officer who was grabbed seemed about to slip. The officer who was grabbed claims there was no conceivable way the other officer could come to that conclusion.**

	Yes	No
Is this an unwanted sexual contact?	<input type="checkbox"/>	<input type="checkbox"/>
Is the officer who was grabbed being too sensitive?	<input type="checkbox"/>	<input type="checkbox"/>
Did the officer who was grabbed misinterpret the situation?	<input type="checkbox"/>	<input type="checkbox"/>
What do you think?		

**10. What factor(s) do you believe could have contributed to this situation?  
(Select all that apply)**

<input type="checkbox"/>	Lack of military protocol
<input type="checkbox"/>	Ineffective or inadequate training
<input type="checkbox"/>	Social situations
<input type="checkbox"/>	Mixed gender crews
<input type="checkbox"/>	Relaxed command climate
<input type="checkbox"/>	Remote location
<input type="checkbox"/>	Other (please specify)

**HOW ARE WE DOING?**

**11. In your opinion, has sexual harassment become more or less of a problem since you entered the Navy? (Mark one.)**

<input type="checkbox"/>	Less of a problem
<input type="checkbox"/>	About the same
<input type="checkbox"/>	More of a problem
How could the problem be reduced?	



**12. In your opinion, has sexual assault become more or less of a problem since you entered the Navy? (Mark one.)**

<input type="checkbox"/>	<b>Less of a problem</b>
<input type="checkbox"/>	<b>About the same</b>
<input type="checkbox"/>	<b>More of a problem</b>
<b>How could the problem be reduced?</b>          	

**DEMOGRAPHICS**

**\*13. Are you... ?**

<input type="checkbox"/>	<b>Male</b>
<input type="checkbox"/>	<b>Female</b>

**14. What is your age (years)?**

<input type="checkbox"/>	<b>22-30</b>
<input type="checkbox"/>	<b>31-40</b>
<input type="checkbox"/>	<b>41-50</b>
<input type="checkbox"/>	<b>51-60+</b>

**15. What is your ethnicity? (Options are based on the Office of Management and Budget's standards for data on race and ethnicity)**

<input type="checkbox"/>	<b>American Indian or Alaska Native</b>
<input type="checkbox"/>	<b>Asian</b>
<input type="checkbox"/>	<b>Black or African American</b>
<input type="checkbox"/>	<b>Native Hawaiian or Other Pacific Islander</b>
<input type="checkbox"/>	<b>White</b>

**\*16. What is your current pay grade?**

<input type="checkbox"/>	<b>O-1/O-1E</b>
<input type="checkbox"/>	<b>O-2/O-2E</b>
<input type="checkbox"/>	<b>O-3/O-3E</b>
<input type="checkbox"/>	<b>O-4</b>
<input type="checkbox"/>	<b>O-5</b>
<input type="checkbox"/>	<b>O-6</b>
<input type="checkbox"/>	<b>O-7 or above</b>

**17. What is your community?**

<input type="checkbox"/>	<b>Unrestricted Line</b>
<input type="checkbox"/>	<b>Restricted Line</b>
<input type="checkbox"/>	<b>Staff Corps</b>
<input type="checkbox"/>	<b>Special Duty</b>

**18. What geographic region were you predominately raised?**

<input type="checkbox"/>	Northeast region (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, New Jersey, New York, and Pennsylvania)
<input type="checkbox"/>	Midwest region (Illinois, Indiana, Michigan, Ohio, Wisconsin, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota)
<input type="checkbox"/>	South region (Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, West Virginia, Alabama, Kentucky, Mississippi, Tennessee, Arkansas, Louisiana, Oklahoma, and Texas)
<input type="checkbox"/>	West region (Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming, Alaska, California, Hawaii, Oregon, and Washington)

**19. What religion do you practice?**

<input type="checkbox"/>	Protestant
<input type="checkbox"/>	Roman Catholic
<input type="checkbox"/>	Mormon
<input type="checkbox"/>	Jewish
<input type="checkbox"/>	Other
<input type="checkbox"/>	None or Unaffiliated

**20. Do you consider your religion to be Fundamentalist, Moderate, or Progressive?**

<input type="checkbox"/>	Fundamentalist
<input type="checkbox"/>	Moderate
<input type="checkbox"/>	Progressive
<input type="checkbox"/>	Does not apply

### **TAKING THE SURVEY**

We thank you for your time, cooperation, and honest responses to this survey.

**21. If you have comments or concerns that you were not able to express in answering this survey, please enter them in the space provided. Any comments you make on this questionnaire will be kept confidential, and no follow-up action will be taken in response to any specifics reported. Your feedback is useful and appreciated.**

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## APPENDIX B: CODEBOOK FOR SURVEY DATA ANALYSIS

This document provides definitions and coding descriptions for data elements gathered in the 2009 NPS Perceptions of Sexual Assault and Sexual Harassment survey. Table 10 identifies the variable name, label, and type of all of the independent variables extracted from the survey.

Table 30. Independent Variable Code Identification

Variable Name	Type	Variable Label	Valid Range
age2230	binary	Age: 22-30	1=True, 0=False
age3140	binary	Age: 31-40	1=True, 0=False
age4150	binary	Age: 41-50	1=True, 0=False
age5160	binary	Age: 51-60	1=True, 0=False
babeneither	binary	Question 1: Babe-Neither Sexual Harassment nor Assault	1=True, 0=False
babesexas	binary	Question 1: Babe=Sexual Assault	1=True, 0=False
babesexhar	binary	Question 1: Babe=Sexual Harassment	1=True, 0=False
discussingsexualactivitiesneither	binary	Question 1: Discussing Sexual Activities=Neither Sexual Harassment nor Assault	1=True, 0=False
discussingsexualactivitiesxas	binary	Question 1: Discussing Sexual Activities=Assault	1=True, 0=False
discussingsexualactivitiesxhar	binary	Question 1: Discussing Sexual Activities=Harassment	1=True, 0=False
displayingsexuallysuggestneither	binary	Question 1: Displaying Sexually Suggestive Pictures=Neither Assault nor Harassment	1=True, 0=False
displayingsexuallysuggestsxas	binary	Question 1: Displaying Sexually Suggestive Pictures=Assault	1=True, 0=False
displayingsexuallysuggestxhar	binary	Question 1: Displaying Sexually Suggestive Pictures=Harassment	1=True, 0=False

<b>Variable Name</b>	<b>Type</b>	<b>Variable Label</b>	<b>Valid Range</b>
effgrpdischighlyeff	binary	Question 5: Effectiveness of Types of Training: Small Group Discussions Among Students=Highly Effective	1=True, 0=False
effgrpdiscmodeff	binary	Question 5: Effectiveness of Types of Training: Small Group Discussions Among Students=Moderately Effective	1=True, 0=False
effgrpdiscnotrng	binary	Question 5: Effectiveness of Types of Training: Small Group Discussions Among Students=No Training/Training Does Not Apply	1=True, 0=False
effgrpdiscnoteff	binary	Question 5: Effectiveness of Types of Training: Small Group Discussions Among Students=Not Effective	1=True, 0=False
effgrpdisclightlyeff	binary	Question 5: Effectiveness of Types of Training: Small Group Discussions Among Students=Slightly Effective	1=True, 0=False
effgrdpiscstaffhighlyeff	binary	Question 5: Effectiveness of Types of Training: Small Group Discussions with Faculty/Staff=Highly Effective	1=True, 0=False
effgrdpiscstaffmodeff	binary	Question 5: Effectiveness of Types of Training: Small Group Discussions with Faculty/Staff=Moderately Effective	1=True, 0=False
effgrpdiscnoteff	binary	Question 5: Effectiveness of Types of Training: Small Group Discussions with Faculty/Staff=Not Effective	1=True, 0=False
effgrdpiscstaffnotrng	binary	Question 5: Effectiveness of Types of Training: Small Group Discussions with Faculty/Staff=No Training	1=True, 0=False
effgrdpiscstaffslighteff	binary	Question 5: Effectiveness of Types of Training: Small Group Discussions with	1=True, 0=False

<b>Variable Name</b>	<b>Type</b>	<b>Variable Label</b>	<b>Valid Range</b>
		Faculty/Staff=Slightly Effective	
effpreexpertshighlyeff	binary	Question 5: Effectiveness of Types of Training: Presentations by Experts=Highly Effective	1=True, 0=False
effpreexpertsmoeff	binary	Question 5: Effectiveness of Types of Training: Presentations by Experts=Moderately Effective	1=True, 0=False
effexpertsnoteff	binary	Question 5: Effectiveness of Types of Training: Presentations by Experts=Not Effective	1=True, 0=False
effexpertsnotrng	binary	Question 5: Effectiveness of Types of Training: Presentations by Experts=No Training	1=True, 0=False
effexpertsslighteff	binary	Question 5: Effectiveness of Types of Training: Presentations by Experts=Slightly Effective	1=True, 0=False
effpresplayshighlyeff	binary	Question 5: Effectiveness of Student Plays/Dramatizations=Highly Effective	1=True, 0=False
effpresplaysmodeff	binary	Question 5: Effectiveness of Student Plays/Dramatizations=Moderately Effective	1=True, 0=False
effpresplaysnoteff	binary	Question 5: Effectiveness of Student Plays/Dramatizations=Not Effective	1=True, 0=False
effpresplaysnotrng	binary	Question 5: Effectiveness of Student Plays/Dramatizations=No Training	1=True, 0=False
effpresplaysslighteff	binary	Question 5: Effectiveness of Student Plays/Dramatizations=Slightly Effective	1=True, 0=False
effpresstaffhighlyeff	binary	Question 5: Effectiveness of Staff	1=True, 0=False



<b>Variable Name</b>	<b>Type</b>	<b>Variable Label</b>	<b>Valid Range</b>
		Plays/Dramatizations=Highly Effective	
effpresstaffmodeff	binary	Question 5: Effectiveness of Staff Plays/Dramatizations=Moderately Effective	1=True, 0=False
effpresstaffnoteff	binary	Question 5: Effectiveness of Staff Plays/Dramatizations=Highly Effective	1=True, 0=False
effpresstaffnotrng	binary	Question 5: Effectiveness of Staff Plays/Dramatizations=Not Effective	1=True, 0=False
effpresstaffslighteff	binary	Question 5: Effectiveness of Staff Plays/Dramatizations=Slightly Effective	1=True, 0=False
effpresvictimshighlyeff	binary	Question 5: Effectiveness of Presentations by Victims=Highly Effective	1=True, 0=False
effpresvictimsmodeff	binary	Question 5: Effectiveness of Presentations by Victims=Moderately Effective	1=True, 0=False
effpresvictimsnoteff	binary	Question 5: Effectiveness of Presentations by Victims=Not Effective	1=True, 0=False
effpresvictimsnotrng	binary	Question 5: Effectiveness of Presentations by Victims=No Training	1=True, 0=False
effpresvictimsslighteff	binary	Question 5: Effectiveness of Presentations by Victims=Slightly Effective	1=True, 0=False
effrngcharacterhighlyeff	binary	Question 5: Effectiveness of Training in Basic Character=Highly Effective	1=True, 0=False
effrngcharactermodeff	binary	Question 5: Effectiveness of Training in Basic Character=Moderately Effective	1=True, 0=False
effrngcharacternoteff	binary	Question 5: Effectiveness of Training in Basic Character=Not Effective	1=True, 0=False

<b>Variable Name</b>	<b>Type</b>	<b>Variable Label</b>	<b>Valid Range</b>
efftrngcharacternotrng	binary	Question 5: Effectiveness of Training in Basic Character=No Training	1=True, 0=False
efftrngcharacterslighteff	binary	Question 5: Effectiveness of Training in Basic Character=Slightly Effective	1=True, 0=False
efftrngsexashighlyeff	binary	Question 4: Effectiveness of Training in Reducing or Preventing Sexual Assault=Highly Effective	1=True, 0=False
efftrngsexasmodeff	binary	Question 4: Effectiveness of Training in Reducing or Preventing Sexual Assault=Moderately Effective	1=True, 0=False
efftrngsexasnoteff	binary	Question 4: Effectiveness of Training in Reducing or Preventing Sexual Assault=Not Effective	1=True, 0=False
efftrngsexasnotrng	binary	Question 4: Effectiveness of Training in Reducing or Preventing Sexual Assault=No Training	1=True, 0=False
efftrngsexasslighteff	binary	Question 4: Effectiveness of Training in Reducing or Preventing Sexual Assault=Slightly Effective	1=True, 0=False
efftrngsexharhighlyeff	binary	Question 4: Effectiveness of Training in Reducing or Preventing Sexual Harassment=Highly Effective	1=True, 0=False
efftrngsexharmodeff	binary	Question 4: Effectiveness of Training in Reducing or Preventing Sexual Harassment=Moderately Effective	1=True, 0=False
efftrngsexharnoteff	binary	Question 4: Effectiveness of Training in Reducing or Preventing Sexual Harassment=Not Effective	1=True, 0=False
efftrngsexharnotrng	binary	Question 4: Effectiveness of Training in Reducing or	1=True, 0=False

<b>Variable Name</b>	<b>Type</b>	<b>Variable Label</b>	<b>Valid Range</b>
		Preventing Sexual Harassment=No Training	
efftrngsexharslighteff	binary	Question 4: Effectiveness of Training in Reducing or Preventing Sexual Harassment=Slightly Effective	1=True, 0=False
ethnicityamericanindianoralaskan	binary	Question 15: Ethnicity=American Indian or Alaska Native?	1=True, 0=False
ethnicityasian	binary	Question 15: Ethnicity=Asian	1=True, 0=False
ethnicityblackorafricanamerican	binary	Question 15: Ethnicity=Black or African American	1=True, 0=False
ethnicitynativehawaiianandorotherpa	binary	Question 15: Ethnicity=Hawaiian or Other Pacific Islander	1=True, 0=False
ethnicitywhite	binary	Question 15: Ethnicity=White	1=True, 0=False
factorsluscinetrg	binary	Question 10: Factors that Contribute to Unwanted Sexual Contact=Ineffective or Inadequate Training	1=True, 0=False
factorsluscmilprot	binary	Question 10: Factors that Contribute to Unwanted Sexual Contact=Lack of Military Protocol	1=True, 0=False
factorsluscmixgender	binary	Question 10: Factors that Contribute to Unwanted Sexual Contact=Mixed Gender Crews	1=True, 0=False
factorsluscremoteloc	binary	Question 10: Factors that Contribute to Unwanted Sexual Contact=Remote Location	1=True, 0=False
factorsluscsocsit	binary	Question 10: Factors that Contribute to Unwanted Sexual Contact=Social Situations	1=True, 0=False
feelfreetoreportsexualasagree	binary	Question 2: Subject Feels Free to Report Sexual Assault=Agree	1=True, 0=False
feelfreetoreportsexualasdisa	binary	Question 2: Subject Feels Free to Report Sexual Assault=Disagree	1=True, 0=False

<b>Variable Name</b>	<b>Type</b>	<b>Variable Label</b>	<b>Valid Range</b>
feefreetoreportsexualasstrag	binary	Question 2: Subject Feels Free to Report Sexual Assault=Strongly Agree	1=True, 0=False
feefreetoreportsexualasstrdisa	binary	Question 2: Subject Feels Free to Report Sexual Assault=Strongly Disagree	1=True, 0=False
freshnessoftrainingnever	binary	Question 3: You Have Received GMT Training on Sexual Assault Awareness and Prevention=Never	1=True, 0=False
freshnessoftrainingthelastnine mo	binary	Question 3: You Have Received GMT Training on Sexual Assault Awareness and Prevention=Within the last 9 months	1=True, 0=False
freshnessoftrainingthelastsixmon	binary	Question 3: You Have Received GMT Training on Sexual Assault Awareness and Prevention=Within the last 6 months	1=True, 0=False
freshnessoftrainingthelastthree m	binary	Question 3: You Have Received GMT Training on Sexual Assault Awareness and Prevention=Within the last 3 months	1=True, 0=False
freshnessoftrainingthelastyear	binary	Question 3: You Have Received GMT Training on Sexual Assault Awareness and Prevention=Within the last year	1=True, 0=False
genderfemale	binary	Question 13: Gender=female	1=True, 0=False
gendermale	binary	Question 13: Gender=male	1=True, 0=False
grantingjobfavorstothosewneither	binary	Question 1: Granting Job Favors to Those Who Participate in Consensual Sexual Activity=Neither Sexual Harassment Nor Assault	1=True, 0=False

<b>Variable Name</b>	<b>Type</b>	<b>Variable Label</b>	<b>Valid Range</b>
grantingjobfavorstothosewsexas	binary	Question 1: Granting Job Favors to Those Who Participate in Consensual Sexual Activity=Sexual Assault	1=True, 0=False
grantingjobfavorstothosewsexhar	binary	Question 1: Granting Job Favors to Those Who Participate in Consensual Sexual Activity=Sexual Harassment	1=True, 0=False
ignoringtheobjectionstoseneither	binary	Question 1: Ignoring Objections to Sexual Advances=Neither Sexual Harassment nor Assault	1=True, 0=False
ignoringtheobjectionstosesexas	binary	Question 1: Ignoring Objections to Sexual Advances=Sexual Assault	1=True, 0=False
ignoringtheobjectionstosesexhar	binary	Question 1: Ignoring Objections to Sexual Advances=Sexual Harassment	1=True, 0=False
navyofficercommunityrestrictedli	binary	Question 17: Navy Officer Community=Restricted Line	1=True, 0=False
navyoffercommunityspecialdu	binary	Question 17: Navy Officer Community=Special Duty	1=True, 0=False
navyofficercommunitystaffcorps	binary	Question 17: Navy Officer Community=Staff Corps	1=True, 0=False
navyofficercommunityunrestricted	binary	Question 17: Navy Officer Community=Unrestricted Line	1=True, 0=False
opinionnavytakingactionagree	binary	Question 2: The Navy is Taking Actions to Prevent Sexual Assault=Agree	1=True, 0=False
opinionnavytakingactiondisa	binary	Question 2: The Navy is Taking Actions to Prevent Sexual Assault=Disagree	1=True, 0=False
opinionnavytakingactionstragr	binary	Question 2: The Navy is Taking Actions to Prevent Sexual Assault=Strongly Agree	1=True, 0=False
opinionnavytakingactionstrdisa	binary	Question 2: The Navy is Taking Actions to Prevent Sexual Assault=Strongly Disagree	1=True, 0=False

<b>Variable Name</b>	<b>Type</b>	<b>Variable Label</b>	<b>Valid Range</b>
opinionsexscimeagree	binary	Question 2: Sexual assaults of any kind are crimes punishable under the Uniformed Code of Military Justice (UCMJ)=Agree	1=True, 0=False
opinionsexscimedisa	binary	Question 2: Sexual assaults of any kind are crimes punishable under the Uniformed Code of Military Justice (UCMJ)=Disagree	1=True, 0=False
opinionsexscimestragr	binary	Question 2: Sexual assaults of any kind are crimes punishable under the Uniformed Code of Military Justice (UCMJ)=Strongly Agree	1=True, 0=False
opinionsexscimestrdisa	binary	Question 2: Sexual assaults of any kind are crimes punishable under the Uniformed Code of Military Justice (UCMJ)=Strongly Disagree	1=True, 0=False
opinionsexasprobagree	binary	Question 2: Sexual Assault is a Problem in the Navy=Agree	1=True, 0=False
opinionsexasprobdisa	binary	Question 2: Sexual Assault is a Problem in the Navy=Disagree	1=True, 0=False
opinionsexasprobstragr	binary	Question 2: Sexual Assault is a Problem in the Navy=Strongly Agree	1=True, 0=False
opinionsexasprobstrdisa	binary	Question 2: Sexual Assault is a Problem in the Navy=Strongly Disagree	1=True, 0=False
opinionsexastrainingagree	binary	Question 2: Sexual Assault Training is Taken Seriously in the Navy=Agree	1=True, 0=False
opinionsexastrainingdisa	binary	Question 2: Sexual Assault Training is Taken Seriously in the Navy=Disagree	1=True, 0=False
opinionsexastrainingstragr	binary	Question 2: Sexual Assault Training is Taken Seriously in the Navy=Strongly Agree	1=True, 0=False
opinionsexastrainingstrdisa	binary	Question 2: Sexual Assault Training is Taken Seriously in the Navy=Strongly Disagree	1=True, 0=False

<b>Variable Name</b>	<b>Type</b>	<b>Variable Label</b>	<b>Valid Range</b>
paygrade	binary	Question 16: Pay grade=O-1/O-1E	1=True, 0=False
paygradeo2o2e	binary	Question 16: Pay grade=O-2/O-2E	1=True, 0=False
paygradeo3o3e	binary	Question 16: Pay grade=O-3/O-3E	1=True, 0=False
paygradeo4	binary	Question 16: Pay grade=O-4	1=True, 0=False
paygradeo5	binary	Question 16: Pay grade=O-5	1=True, 0=False
paygradeo6	binary	Question 16: Pay grade=O-6	1=True, 0=False
paygradeo7orabove	binary	Question 16: Pay grade=O-7 or above	1=True, 0=False
regionofupbringinginternational	binary	Question 18: Geographic Region Predominately Raised=International	1=True, 0=False
regionofupbringingmidwestregion	binary	Question 18: Geographic Region Predominately Raised=Midwest (Illinois, Indiana, Michigan, Ohio, Wisconsin, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota)	1=True, 0=False
regionofupbringingnortheastregion	binary	Question 18: Geographic Region Predominately Raised=Northeast (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, New Jersey, New York, and Pennsylvania)	1=True, 0=False
regionofupbringingsouthregion	binary	Question 18: Geographic Region Predominately Raised=South (Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, West Virginia, Alabama, Kentucky, Mississippi, Tennessee, Arkansas, Louisiana, Oklahoma, and Texas)	1=True, 0=False

<b>Variable Name</b>	<b>Type</b>	<b>Variable Label</b>	<b>Valid Range</b>
regionofupbringingwestregion	binary	Question 18: Geographic Region Predominately Raised=West (Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming, Alaska, California, Hawaii, Oregon, and Washington)	1=True, 0=False
religionjewish	binary	Question 19: Respondent's Religion=Jewish	1=True, 0=False
religionmormon	binary	Question 19: Respondent's Religion=Mormon	1=True, 0=False
religionnoneorunaffiliated	binary	Question 19: Respondent's Religion=None or Unaffiliated	1=True, 0=False
religionother	binary	Question 19: Respondent's Religion=Other	1=True, 0=False
religionprotestant	binary	Question 19: Respondent's Religion=Protestant	1=True, 0=False
religionromancatholic	binary	Question 19: Respondent's Religion=Roman Catholic	1=True, 0=False
sexualassaultaboutthesame	binary	Question 12: Sexual Assault is More or Less of a Problem Since Respondent First Joined the Navy=About the Same	1=True, 0=False
sexualassaultlessofaproblem	binary	Question 12: Sexual Assault is More or Less of a Problem Since Respondent First Joined the Navy=Less of a Problem	1=True, 0=False
sexualassaultmoreofaproblem	binary	Question 12: Sexual Assault is More or Less of a Problem Since Respondent First Joined the Navy=More of a Problem	1=True, 0=False
sexualharassmentaboutthesame	binary	Question 11: Sexual Harassment is More or Less of a Problem Since Respondent First Joined the Navy=About the Same	1=True, 0=False
sexualharassmentlessofaproblem	binary	Question 11: Sexual Harassment is More or Less of a Problem Since Respondent First Joined the Navy=Less of a Problem	1=True, 0=False



<b>Variable Name</b>	<b>Type</b>	<b>Variable Label</b>	<b>Valid Range</b>
sexualharassmentmoreofaproblem	binary	Question 11: Sexual Harassment is More or Less of a Problem Since Respondent First Joined the Navy=More of a Problem	1=True, 0=False
tellingoffcolorjokesneither	binary	Question 1: Telling Off-Color Jokes=Neither Sexual Harassment nor Assault	1=True, 0=False
tellingoffcolorjokessexas	binary	Question 1: Telling Off-Color Jokes=Sexual Assault	1=True, 0=False
tellingoffcolorjokessexhar	binary	Question 1: Telling Off-Color Jokes=Sexual Harassment	1=True, 0=False
typeofreligiondoesnotapply	binary	Question 20: Respondent's Religiosity=Does Not Apply	1=True, 0=False
typeofreligionfundamentalist	binary	Question 20: Respondent's Religiosity=Fundamentalist	1=True, 0=False
typeofreligionmoderate	binary	Question 20: Respondent's Religiosity=Moderate	1=True, 0=False
typeofreligionprogressive	binary	Question 20: Respondent's Religiosity=Progressive	1=True, 0=False
unnecessarytouchingneither	binary	Question 1: Unnecessary Touching=Neither Sexual Harassment nor Assault	1=True, 0=False
unnecessarytouchingsexas	binary	Question 1: Unnecessary Touching=Sexual Assault	1=True, 0=False
unnecessarytouchingsexhar	binary	Question 1: Unnecessary Touching=Sexual Harassment	1=True, 0=False
unwantedsexattconfno	binary	Question 6: The student should have confronted the professor=No	1=True, 0=False
unwantedsexattconfyes	binary	Question 6: The student should have confronted the professor=Yes	1=True, 0=False
unwantedsexattdiscrimno	binary	Question 7: This is a case of gender discrimination=No	1=True, 0=False
unwantedsexattdiscrimyes	binary	Question 7: This is a case of gender discrimination=Yes	1=True, 0=False

<b>Variable Name</b>	<b>Type</b>	<b>Variable Label</b>	<b>Valid Range</b>
unwantedsexattdisrpolicyno	binary	Question 7: This policy is disrespectful of ship member's integrity=No	1=True, 0=False
unwantedsexattdisrpoliciyyes	binary	Question 7: This policy is disrespectful of ship member's integrity=Yes	1=True, 0=False
unwantedsexattentionno	binary	Question 6: This is a case of unwanted sexual attention=No	1=True, 0=False
unwantedsexattentionyes	binary	Question 6: This is a case of unwanted sexual attention=Yes	1=True, 0=False
unwantedsexattoverreactno	binary	Question 6: The student overreacted to the professor's comments=No	1=True, 0=False
unwantedsexattoverreactyes	binary	Question 6: The student overreacted to the professor's comments=Yes	1=True, 0=False
unwantedsexattpolicyno	binary	Question 7: This is a good policy to prevent accusations of sexual harassment or assault=No	1=True, 0=False
unwantedsexattpolicyyes	binary	Question 7: This is a good policy to prevent accusations of sexual harassment or assault=Yes	1=True, 0=False
unwantedsexattreportno	binary	Question 6: The student should have reported the professor's comments=No	1=True, 0=False
unwantedsexattreportyes	binary	Question 6: The student should have reported the professor's comments=Yes	1=True, 0=False
unwantedsexualcontactagainether	binary	Question 1: Unwanted Sexual Contact Against the Will and Without Consent=Neither Sexual Harassment nor Assault	1=True, 0=False
unwantedsexualcontactagaisexas	binary	Question 1: Unwanted Sexual Contact Against the Will and Without Consent=Sexual Assault	1=True, 0=False
unwantedsexualcontactagaisexhar	binary	Question 1: Unwanted Sexual Contact Against the Will and Without Consent=Sexual	1=True, 0=False

Variable Name	Type	Variable Label	Valid Range
		Harassment	
uscexpandedisthisuscno	binary	Question 9: This is unwanted sexual contact=No	1=True, 0=False
uscexpandedisthisuscyes	binary	Question 9: This is unwanted sexual contact=Yes	1=True, 0=False
uscexpandedmisinterpretno	binary	Question 9: The officer misinterpreted the situation=No	1=True, 0=False
uscexpandedmisinterpretyes	binary	Question 9: The officer misinterpreted the situation=Yes	1=True, 0=False
uscexpandedsensitiveno	binary	Question 9: The officer who was grabbed was being too sensitive=No	1=True, 0=False
uscexpandedsensitiveyes	binary	Question 9: The officer who was grabbed was being too sensitive=Yes	1=True, 0=False
uscisthisusccommentno	binary	Question 8: The officer who was rubbed should have commented=No	1=True, 0=False
uscisthisusccommentyes	binary	Question 8: The officer who was rubbed should have commented=Yes	1=True, 0=False
uscisthisuscno	binary	Question 8: This is unwanted sexual contact=No	1=True, 0=False
usisthisuscyes	binary	Question 8: This is unwanted sexual contact=Yes	1=True, 0=False
usingcrudeandoffensivelanneither	binary	Question 1: Using Crude and Offensive Language=Neither Sexual Harassment nor Assault	1=True, 0=False
usingcrudeandoffensivelansexual assault	binary	Question 1: Using Crude and Offensive Language=Sexual Assault	1=True, 0=False
usingcrudeandoffensivelansexual harassment	binary	Question 1: Using Crude and Offensive Language=Sexual Harassment	1=True, 0=False

<b>Variable Name</b>	<b>Type</b>	<b>Variable Label</b>	<b>Valid Range</b>
usingindecentgesturesneither	binary	Question 1: Using Indecent Gestures=Neither Sexual Harassment nor Assault	1=True, 0=False
usingindecentgesturessexas	binary	Question 1: Using crude and offensive language=Sexual Harassment	1=True, 0=False
usingindecentgesturessexhar	binary	Question 1: Using crude and offensive language=Sexual Harassment	1=True, 0=False
wouldknowwhattodoifiwereagree	binary	Question 2: Respondent knows what to do if she/he is sexually assaulted at her/his command=Agree	1=True, 0=False
wouldknowwhattodoifiweredisagree	binary	Question 2: Respondent knows what to do if she/he is sexually assaulted at her/his command=Disagree	1=True, 0=False
wouldknowwhattodoifiwerestronglyagree	binary	Question 2: Respondent knows what to do if she/he is sexually assaulted at her/his command=Strongly Agree	1=True, 0=False
wouldknowwhattodoifiwerestronglydisagree	binary	Question 2: Respondent knows what to do if she/he is sexually assaulted at her/his command=Strongly Disagree	1=True, 0=False

Upon examination of the variables, it was deemed necessary to group many of the variables into categories consistent with main topics of the survey. The new categories are also consistent with those listed in Table 31 Hypothesized Efforts of Explanatory Variables.

Table 31. Recoded Explanatory Variables

<b>Gender</b>		gender
0	Female	genderfemale
1	Male	gendermale
<b>Age</b>		age
00	Age: 22-30	age2230
01	Age: 31-40	age3140

02	Age: 41-50		age4150
03	Age: 51-60		age5160
<b>Ethnicity</b>			ethnicity
00	American Indian or Alaska Native		ethamindianalaskan
01	Asian		ethasian
02	Black or African American		ethblackaframerican
03	Hawaiian or Other Pacific Islander		ethhawpacislander
04	White		ethwhite
05	Unknown		ethunknown
<b>Pay grade</b>			paygrade
00	O-1/O-1E	Ensign	paygradeo1o1e
01	O-2/O-2E	Lieutenant Junior Grade	paygradeo2o2e
02	O-3/O-3E	Lieutenant	paygradeo3o3e
03	O-4	Lieutenant Commander	paygradeo4
04	O-5	Commander	paygradeo5
05	O-6	Captain	paygradeo6
06	O-7 or above	Admiral	paygradeo7orabove
<b>U.S Navy Officer Community</b>			community
00	Restricted Line		restrictedline
01	Special Duty		specialduty
02	Staff Corps		staffcorps
03	Unrestricted Line		unrestrictedline
<b>Geographic region of upbringing</b>			regionofupbringing
00	International Region		international
01	Midwest Region		Midwest
02	Northeast Region		northeast
03	South		south
04	West		west
<b>Religion</b>			religion
00	Jewish		religionjewish
01	Mormon		religionmormon
02	None or Unaffiliated		religionnone
03	Other Religion		religionother
04	Protestant		religionprotestant
05	Roman Catholic		religionromancatholic
<b>Type of religion</b>			religiontype
01	Does Not Apply		reldoesnotapply
02	Fundamentalist		relfundamentalist
03	Moderate		relmoderate
04	Progressive		relprogressive

<b>Classifying sexual harassment and sexual assault</b>		classsexharsexas
00	Babe=Neither Sexual Harassment nor Assault	babeneither
01	Babe=Sexual Assault	babesexas
02	Babe=Sexual Harassment	babesexhar
03	Discussing Sex Activities=Neither Sex Harassment nor Assault	discsexactneither
04	Discussing Sexual Activities=Assault	discsexactsexas
05	Discussing Sexual Activities=Harassment	discsexactsexhar
06	Displaying Sex Suggestive Pictures=Neither Assault nor Harassment	dispsexsuggsexnei
07	Displaying Sexually Suggestive Pictures=Assault	dispsexsuggsexas
08	Displaying Sexually Suggestive Pictures=Harassment	dispsexsuggsexhar
09	Granting Job Favors to Those Who Participate in Consensual Sexual Activity=Neither Sexual Harassment Nor Assault	jobfavorsneither
10	Granting Job Favors to Those Who Participate in Consensual Sexual Activity=Sexual Assault	jobfavorssexas
11	Granting Job Favors to Those Who Participate in Consensual Sexual Activity=Sexual Harassment	jobfavorssexhar
12	Ignoring Objections to Sexual Advances=Neither Sexual Harassment nor Assault	ignoringobjneither
13	Ignoring Objections to Sexual Advances=Sexual Assault	ignoringobjsexas
14	Ignoring Objections to Sexual Advances=Sexual Harassment	ignoringobjsexhar
15	Telling Off-Color Jokes=Neither Sexual Harassment nor Assault	tellingoffjokesneither
16	Telling Off-Color Jokes=Sexual Assault	tellingoffjokessexas
17	Telling Off-Color Jokes=Sexual Harassment	tellingoffjokessexhar
18	Unnecessary Touching=Neither Sexual Harassment nor Assault	unnectouchingneither
19	Unnecessary Touching=Sexual Assault	unnectouchingsexas
20	Unnecessary Touching=Sexual Harassment	unnectouchingsexhar
21	Unwanted Sexual Contact Against the Will and Without Consent=Neither Sexual Harassment nor Assault	uscagainstwillneither
22	Unwanted Sexual Contact Against the Will and Without Consent=Sexual Assault	uscagainstwillsexas
23	Unwanted Sexual Contact Against the Will and Without Consent=Sexual Harassment	uscagainstwillsexhar
24	Using Crude and Offensive Language=Neither Sexual Harassment nor Assault	crudelanguageneither
25	Using Crude and Offensive Language=Sexual	

	Assault	crudelanguagesexas
26	Using Crude and Offensive Language=Sexual Harassment	crudelanguagesexhar
<b>Opinions regarding sex assault</b>		opinionsexassault
00	Subject Feels Free to Report Sexual Assault=Agree	freetorepsexasagree
01	Subject Feels Free to Report Sexual Assault=Disagree	freetorepsexasdisa
02	Subject Feels Free to Report Sexual Assault=Strongly Agree	freetorepsexasstragr
03	Subject Feels Free to Report Sexual Assault=Strongly Disagree	freetorepsexasstrdisa
04	The Navy is Taking Actions to Prevent Sexual Assault=Agree	navytakingactagree
05	The Navy is Taking Actions to Prevent Sexual Assault=Disagree	navytakingactdisa
06	The Navy is Taking Actions to Prevent Sexual Assault=Strongly Agree	navytakingactstragr
07	The Navy is Taking Actions to Prevent Sexual Assault=Strongly Disagree	navytakingactstrdisa
08	Sexual assaults of any kind are crimes punishable under the Uniformed Code of Military Justice (UCMJ)=Agree	sexscrimeagree
09	Sexual assaults of any kind are crimes punishable under the Uniformed Code of Military Justice (UCMJ)=Disagree	sexscrimedisa
10	Sexual assaults of any kind are crimes punishable under the Uniformed Code of Military Justice (UCMJ)=Strongly Agree	sexscrimestragr
11	Sexual assaults of any kind are crimes punishable under the Uniformed Code of Military Justice (UCMJ)=Strongly Disagree	sexscrimestrdisa
12	Sexual Assault is a Problem in the Navy=Agree	sexasprobagree
13	Sexual Assault is a Problem in the Navy=Disagree	sexasprobdisa
14	Sexual Assault is a Problem in the Navy=Strongly Agree	sexasprobstragr
15	Sexual Assault is a Problem in the Navy=Strongly Disagree	sexasprobstrdisa
16	Sexual Assault Training is Taken Seriously in the Navy=Agree	sexastrainingagree
17	Sexual Assault Training is Taken Seriously in the Navy=Disagree	sexastrainingdisa
18	Sexual Assault Training is Taken Seriously in	

	the Navy=Strongly Agree	sexastrainingstrag
19	Sexual Assault Training is Taken Seriously in the Navy=Strongly Disagree	sexastrainingstrdisa
20	Respondent knows what to do if she/he is sexually assaulted at her/his command=Agree	whattodoagree
21	Respondent knows what to do if she/he is sexually assaulted at her/his command=Disagree	whattododisa
22	Respondent knows what to do if she/he is sexually assaulted at her/his command=Strongly Agree	whattodostrag
23	Respondent knows what to do if she/he is sexually assaulted at her/his command=Strongly Disagree	whattodostrdisa

**Opinions on sexual harassment and sexual assault education and training effectiveness**

		opinedtrngeff
00	You Have Received GMT Training on Sexual Assault Awareness and Prevention=Never	freshnessnever
01	You Have Received GMT Training on Sexual Assault Awareness and Prevention=Within the last 9 months	freshnesslastninemo
02	You Have Received GMT Training on Sexual Assault Awareness and Prevention=Within the last 6 months	freshnesslastsixmon
03	You Have Received GMT Training on Sexual Assault Awareness and Prevention=Within the last 3 months	freshnesslastthreem
04	You Have Received GMT Training on Sexual Assault Awareness and Prevention=Within the last year	freshnesstheyear
05	Effectiveness of Training in Reducing or Preventing Sexual Assault=Highly Effective	trngsexashief
06	Effectiveness of Training in Reducing or Preventing Sexual Assault=Moderately Effective	trngsexasmoef
07	Effectiveness of Training in Reducing or Preventing Sexual Assault=Not Effective	trngsexasnoef
08	Effectiveness of Training in Reducing or Preventing Sexual Assault=No Training	trngsexasnone
09	Effectiveness of Training in Reducing or Preventing Sexual Assault=Slightly Effective	trngsexasslef
10	Effectiveness of Training in Reducing or Preventing Sexual Harassment=Highly Effective	trngsexharhief
11	Effectiveness of Training in Reducing or Preventing Sexual Harassment=Moderately Effective	trngsexharmoef



12	Effectiveness of Training in Reducing or Preventing Sexual Harassment=Not Effective	trngsexharnoef
13	Effectiveness of Training in Reducing or Preventing Sexual Harassment=No Training	trngsexharnone
14	Effectiveness of Training in Reducing or Preventing Sexual Harassment=Slightly Effective	trngsexharslef

**Opinions on sexual harassment and sexual assault education and training delivery methods**

		opindelmeth
00	Effectiveness of Types of Training: Small Group Discussions Among Students=Highly Effective	effgrpdischief
01	Effectiveness of Types of Training: Small Group Discussions Among Students=Moderately Effective	effgrpdismoef
02	Effectiveness of Types of Training: Small Group Discussions Among Students=No Training/ Training Does Not Apply	effgrpdisnone
03	Effectiveness of Types of Training: Small Group Discussions Among Students=Not Effective	effgrpdisnoef
04	Effectiveness of Types of Training: Small Group Discussions Among Students=Slightly Effective	effgrpdislef
05	Effectiveness of Types of Training: Small Group Discussions with Faculty/Staff=Highly Effective	effgrdisstahief
06	Effectiveness of Types of Training: Small Group Discussions with Faculty/Staff=Moderately Effective	effgrdistamoef
07	Effectiveness of Types of Training: Small Group Discussions with Faculty/Staff=Not Effective	effgrdisstanoef
08	Effectiveness of Types of Training: Small Group Discussions with Faculty/Staff=No Training	effgrpdisstano
09	Effectiveness of Types of Training: Small Group Discussions with Faculty/Staff=Slightly Effective	efgrpdisstaslef
10	Effectiveness of Types of Training: Presentations by Experts=Highly Effective	efpresexphief
11	Effectiveness of Types of Training: Presentations by Experts=Moderately Effective	efpresexpmoef
12	Effectiveness of Types of Training: Presentations by Experts=Not Effective	effexpertnoef
13	Effectiveness of Types of Training: Presentations by Experts=No Training	effexpertnone
14	Effectiveness of Types of Training: Presentations by Experts=Slightly Effective	effexpertslef
15	Effectiveness of Student Plays/Dramatizations= Highly Effective	effplayshief
16	Effectiveness of Student Plays/Dramatizations= Moderately Effective	effplaysmoef

17	Effectiveness of Student Plays/Dramatizations=Not Effective	effplaysnoef
18	Effectiveness of Student Plays/Dramatizations=No Training	effplaysnone
19	Effectiveness of Student Plays/Dramatizations=Slightly Effective	effplaysslef
20	Effectiveness of Staff Plays/Dramatizations=Highly Effective	effpresstahief
21	Effectiveness of Staff Plays/Dramatizations=Moderately Effective	effpresstamoef
22	Effectiveness of Staff Plays/Dramatizations=Highly Effective	effpresstanoef
23	Effectiveness of Staff Plays/Dramatizations=Not Effective	effpresstanone
24	Effectiveness of Staff Plays/Dramatizations=Slightly Effective	effpresstaslef
25	Effectiveness of Presentations by Victims=Highly Effective	effvictimshief
26	Effectiveness of Presentations by Victims=Moderately Effective	effvictimmoef
27	Effectiveness of Presentations by Victims=Not Effective	effvictimnoef
28	Effectiveness of Presentations by Victims=No Training	effvictimsnone
29	Effectiveness of Presentations by Victims=Slightly Effective	effvictimslef
30	Effectiveness of Training in Basic Character=Highly Effective	efftrngcharhief
31	Effectiveness of Training in Basic Character=Moderately Effective	efftrngcharmof
32	Effectiveness of Training in Basic Character=Not Effective	efftrngcharnoef
33	Effectiveness of Training in Basic Character=No Training	efftrngcharnone
34	Effectiveness of Training in Basic Character=Slightly Effective	efftrngcharslef
	<b>Opinions regarding unwanted sexual attention</b>	opinusa
00	The student should have confronted the professor=No	unwantedsexattconfno
01	The student should have confronted the professor=Yes	unwantdsexattconfyes
02	This is a case of unwanted sexual attention=No	unwantedsexattno
03	This is a case of unwanted sexual attention=Yes	unwantedsexattyes

04	The student overreacted to the professor's comments=No	unwantsexattreactno
05	The student overreacted to the professor's comments=Yes	unwantsexattreactyes
06	The student should have reported the professor's comments=No	unwantsexattreportno
07	The student should have reported the professor's comments=Yes	unwantsexattreportyes
<b>Opinions regarding gender-related experiences</b>		opingendexperiences
00	This is a case of gender discrimination=No	usadiscrimno
01	This is a case of gender discrimination=Yes	usadiscrimyes
02	This policy is disrespectful of ship member's integrity=No	usadisrpolicyno
03	This policy is disrespectful of ship member's integrity=Yes	usadisrpoliciyes
04	This is a good policy to prevent accusations of sexual harassment or assault=No	usaattpolicinno
05	This is a good policy to prevent accusations of sexual harassment or assault=Yes	usapolicyyes
<b>Opinions regarding unwanted sexual contact</b>		opinusc
00	The officer who was rubbed should have commented=No	uscuscommentno
01	The officer who was rubbed should have commented=Yes	uscuscommentyes
02	This is unwanted sexual contact=No	uscisthisuscnno
03	This is unwanted sexual contact=Yes	usisthisuscyes
04	This is unwanted sexual contact=No	uscexpisthisuscnno
05	This is unwanted sexual contact=Yes	uscexpisthisuscyes
06	The officer misinterpreted the situation=No	uscexpmisinterpretno
07	The officer misinterpreted the situation=Yes	uscexpmisinterpretyes
08	The officer who was grabbed was being too sensitive=No	uscexpsensitiveno
09	The officer who was grabbed was being too sensitive=Yes	uscexpsensitiveyes
10	Factors that Contribute to Unwanted Sexual Contact=Ineffective or Inadequate Training	factorsluscinefftrng
11	Factors that Contribute to Unwanted Sexual Contact=Lack of Military Protocol	factorsluscmilprot
12	Factors that Contribute to Unwanted Sexual Contact=Mixed Gender Crews	factorsluscmixgender
13	Factors that Contribute to Unwanted Sexual Contact=Remote Location	factorsluscremoteloc
13	Factors that Contribute to Unwanted Sexual Contact=Social Situations	factorsluscsocsit

**Opinions regarding the reduction or growth of sexual harassment in the Navy**

		opinredgrowthNavy
00	Sexual Harassment is More or Less of a Problem Since Respondent First Joined the Navy=About the Same	sexharaboutthesame
01	Sexual Harassment is More or Less of a Problem Since Respondent First Joined the Navy=Less of a Problem	sexharlessofaproblem
02	Sexual Harassment is More or Less of a Problem Since Respondent First Joined the Navy=More of a Problem	sexharmoreofproblem
03	Sexual Assault is More or Less of a Problem Since Respondent First Joined the Navy=About the Same	sexasaboutthesame
04	Sexual Assault is More or Less of a Problem Since Respondent First Joined the Navy=Less of a Problem	sexaslessofaproblem
05	Sexual Assault is More or Less of a Problem Since Respondent First Joined the Navy=More of a Problem	sexasmoreofaproblem
06		

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**APPENDIX C: 2008 SERVICE ACADEMY GENDER RELATIONS SURVEY;  
DMDC REPORT NO. 2008-021**

**COMPLETE INSTRUCTIONS**

- Please take your time and select answers you believe are most appropriate.
- Please PRINT where applicable. Do not make any marks outside of the response and write-in boxes.
- If you need more room for comments, use the back page or ask a survey proctor for a blank piece of paper.
- Place an “X” in the appropriate box or boxes.
- To change an answer, completely black out the wrong answer and put an “X” in the correct box.

**PRIVACY NOTICE**

This survey is anonymous, does not collect or use personally identifiable information, and data are not retrievable by personal identifier. You are advised not to put information on your form or in comments that would identify you.

**AUTHORITY:** The authority to solicit the information requested in this survey is contained in U.S. Code 10 as amended by Section 532 of the John Warner National Defense Authorization Act for Fiscal Year 2007. The United States Coast Guard Academy is under U.S. Code 14 Section 1.

**PURPOSE:** The purpose of this survey is to determine the extent to which sexual assault/harassment is occurring among cadets/midshipmen at the Service Academies and to evaluate the effectiveness of each Service Academies sexual assault/harassment policies, training, and procedures. The survey is intended to serve as a benchmark by which senior Department of Defense (DoD) and Department of Homeland Security (DHS) officials can track sexual assault/harassment trends over time. Findings will be used in reports and testimony provided to Congress. Some summary statistical findings may be published by Defense Manpower Data Center (DMDC) in professional journals, or presented at conferences, symposia, and scientific meetings. Briefings and reports on results from these surveys will be posted on the following Web site: <https://www.dmdc.osd.mil/surveys/>

**ROUTINE USES:** None.

**DISCLOSURE:** Providing information on this survey is voluntary. There will be no effort to trace any information back to an individual. There is no penalty if you choose not to respond. However, maximum participation is encouraged so that data will be complete and representative.

**STATEMENT OF RISK:** The data collection procedures are not expected to involve any risk or discomfort to you. The only risk to you is accidental or unintentional

disclosure of any identifying data you provide. However, DMDC has a number of policies and procedures to ensure that survey data are kept anonymous and protected. If you have any questions about the survey, please contact SASurvey@osd.pentagon.mil

## BACKGROUND INFORMATION

### 1. Which Service Academy do you attend?

- ☐ United States Military Academy  
☐ United States Naval Academy  
☐ United States Air Force Academy  
☐ United States Coast Guard Academy

### 2. Are you...?

- ☐ Male      ☐ Female

### 3. What is your class year?

- ☐ 2008      ☐ 2010  
☐ 2009      ☐ 2011

## EDUCATION AND TRAINING

### 4. Do you understand the following? Mark one answer in each row.

	Yes	No	Not Sure
a. The difference between sexual harassment and sexual assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. How to report sexual harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. How to report sexual assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The difference between <u>restricted</u> and <u>unrestricted</u> reporting of sexual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. How to report stalking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. How to avoid situations that might increase the risk of sexual assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. How to obtain medical care following a sexual assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. How to obtain counseling following a sexual assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The services that your Academy's legal office can provide to a victim in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. The general responsibilities of law enforcement and criminal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. The roles of the chain of command in handling unrestricted reports of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Where to go if you need additional information on the areas listed above	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5. In your opinion, how effective was the training you received since June 2007 in actually reducing/preventing behaviors that might be seen as..? Mark one answer in each row**

	Very Effective	Moderately effective	Slightly effective	Not at all effective	Does not apply; I have not had training
a. Sexual harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Sexual assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. In your opinion, how effective are each of the following types of sexual assault and sexual harassment training methods? Mark one answer in each row.**

	Very Effective	Moderately	Slightly	Not at all	Don't know
a. Small group discussions among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Small group discussion with faculty/staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Presentations by experts (legal, counseling, researchers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Presentations by victims	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Presentations by Academy staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Plays, dramatizations, role playing presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Training in basic character	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>What would make training more effective?</i>					



## ACADEMY CULTURE

**7. At your Academy, to what extent do you think...** *Mark one answer in each row.*

	Very large	Large extent	Moderate	Small extent	Not at all
a. Women get lesser punishment than men who commit the same offenses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. First class students (seniors) get lesser punishment than students from the lower three classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Achievements by men get more recognition than achievements by women?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Better qualified men get passed over for leadership positions because it would look better for equal opportunity for a woman to have the position?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8. At your Academy, do you think the persons below make honest and reasonable efforts to stop sexual harassment and sexual assault?** *Mark one answer in each row.*

	Yes	No	Don't
a. Cadet/midshipmen leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Cadet/midshipmen not in appointed leadership positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Commissioned officers/chief petty officers directly in charge of your unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Non-commissioned officers/chief petty officers directly in charge of your unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Academy senior leadership (e.g., Superintendent, Commandant, Vice/Deputy Commandant, Dean)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Military academic faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Civilian academic faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h. Athletic staff (e.g., coaches, trainers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------

**9. To what extent do you think current cadet/midshipmen leaders create a culture in which...** *Mark one answer in each row.*

	Very large extent	Large extent	Moderate	Small extent	Not at all
a. Sexual harassment is not tolerated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Sexual assault is not tolerated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**10. To what extent do you think students at your Academy...** *Mark one answer in each row.*

	Very large extent	Large extent	Moderate extent	Small extent	Not at all	No basis to judge
a. Allow personal loyalties to affect reporting of sexual harassment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Allow personal loyalties to effect reporting of sexual assault?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Do not report sexual assault out of concern they or others will be punished for infractions, such as fraternization or underage drinking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Who sexually harass others get away with it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Make gender-related remarks without realizing others find them offensive?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**11. Based on the behavior you have observed, to what extent are students at your Academy willing to...** *Mark one answer in each row.*

	Very large extent	Large extent	Moderate extent	Small extent	Not at all	No basis to judge
a. Confront other students who engage in sexual harassment, including inappropriate comments and actions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Report other students who continue to engage in sexual harassment after having been previously confronted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Report other students who commit sexual assault?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Stop making gender-related comments when asked?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**12. To what extent...** *Mark one answer in each row.*

	Very large extent	Large extent	Moderate	Small extent	Not at all
a. Would you feel comfortable reporting sexual assault to Academy staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Would you feel comfortable reporting sexual harassment to Academy staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**13. To what extent do the following policies help make students feel safe from sexual assault? Mark one answer in each row.**

	Very	large			
			Large extent	Moderate	Small extent
					Not at all
a. Dormitory policies regarding locked/closed doors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Dormitory policies regarding mixed genders in rooms during study time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Policies on alcohol use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**14. To what extent do you feel safe from being sexually assaulted at the following times and locations? Mark one answer in each row.**

	Very	large			
			Large extent	Moderate	Small extent
					Not at all
a. On Academy grounds, in dormitory/living and sleeping area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. On Academy grounds, not in dormitory/living and sleeping areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Off Academy grounds, at an Academy-sponsored event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Off Academy grounds, not at an Academy-sponsored event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## UNWANTED ATTENTION

**15. Since June 2007, has someone assigned to your Academy, including students and military/civilian personnel, engaged in the following unwanted and uninvited behaviors? Mark one answer in each row.**

	No	Yes, but I did not feel in danger of physical harm or sexual assault	Yes, and I felt in danger of physical harm or assault
a. Followed or spied on you in public areas (e.g., in the library or while off Academy grounds)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Spied on you in private areas (e.g., watched you while you were changing clothes or showering)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Showed up at placed where you were even though he/she had no reason to be there (e.g., athletic practices)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Left unwanted items for you to find (e.g., gifts or other items)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Stood outside or hung around your dorm room or classroom even though he/she had no reason to be there	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Vandalized or tampered with your belongings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Took personal items that belonged to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Took your picture or videotaped you without your consent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Sent you unsolicited personal messages (e.g., e-mails, instant messages, notes, or letters)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Made unsolicited personal phone calls to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please print			

**16. Did you discuss/report your experience(s) to someone in your chain of command or to an Academy official? *Mark one.***

<input type="checkbox"/>	Does not apply; I did not experience any of these behaviors
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No, I did not need to
<input type="checkbox"/>	No, I did not know how
<input type="checkbox"/>	No, I did not want to be labeled a troublemaker
<input type="checkbox"/>	No, I did not report for some other reason
(Please specify)	

### GENDER-RELATED EXPERIENCES

**17. In this question you are asked about sex/gender related talk and/or behavior that was unwanted, uninvited, and in which you did not participate willingly.**

**How often since June 2007 have you been in situations involving persons assigned to your Academy, including students and military/civilian personnel, where one or more of these individuals (of either gender)... *Mark one answer in each row.***

	Never	Once or twice	Sometimes	Often	Very often
a. Repeatedly told sexual stories or jokes that were offensive to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Referred to people of your gender in insulting or offensive terms?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Made unwelcome attempts to draw you into a discussion of sexual matters (e.g., attempted to discuss or comment on your sex life)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Treated you “differently” because of your gender (e.g., mistreated, slighted, or ignored you)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Made offensive remarks about your appearance, body, or sexual activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**17. Continued.**

	Never	Once or twice	Sometimes	Often	Very often
f. Made gestures or used body language of a sexual nature that embarrassed or offended you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Made offensive sexist remarks (e.g., suggesting that people of your gender are not suited for the kind of work you do)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Put you down or was condescending to you because of your gender?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Continues to ask you for dates, drinks, dinner, etc., even though you said "No"?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Made you feel like you were being bribed with some sort of reward or special treatment to engage in sexual behavior?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Made you feel threatened with some sort of retaliation for not being sexually cooperative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Touched you in a way that made you feel uncomfortable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Intentionally cornered you or leaned over you in a sexual way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Treated you badly for refusing to have sex?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Implied better leadership positions or better treatment if you were sexually cooperative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Attempted to have sex with you without your consent or against your will, but was not successful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Had sex with you without your consent or against your will?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Other unwanted gender-related behavior?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please print.					

**18. How many of the behaviors listed in the previous question, that you marked as happening to you, do you consider to have been sexual harassment?**

<input type="checkbox"/>	None were sexual harassment
<input type="checkbox"/>	Some were sexual harassment; some were not sexual harassment
<input type="checkbox"/>	All were sexual harassment
<input type="checkbox"/>	Does not apply; I marked "Never" to every item
=> GO TO QUESTION 29	

### GENDER-RELATED SITUATION WITH THE GREATEST EFFECT

**19. Think about the situation(s) you experienced since June 2007 that involved the behaviors you marked in question 17a-p. Now pick the one situation that had the greatest effect on you. Which of the following categories best describe(s) the behavior(s) in the situation? Mark "Yes" or "No" for each item below that describes the situation.**

	Yes	No
a. Sexist behavior (e.g., mistreated you because of your gender or exposed you to language/behaviors that conveyed offensive or condescending gender-based attitudes)	<input type="checkbox"/>	<input type="checkbox"/>
b. Crude/offensive behavior (e.g., exposed you to language/behaviors/jokes of a sexual nature that were offensive or embarrassing to you)	<input type="checkbox"/>	<input type="checkbox"/>
c. Unwanted sexual attention (e.g., someone attempted to establish a sexual/romantic relationship with you, even though you objected)	<input type="checkbox"/>	<input type="checkbox"/>
d. Sexual coercion (e.g., bribed or threatened you in exchange for sexual favors/cooperation)	<input type="checkbox"/>	<input type="checkbox"/>
e. Other	<input type="checkbox"/>	<input type="checkbox"/>
Please print		



**20. How long did this situation last, or if continuing, how long has it been going on?**

<input type="checkbox"/>	Less than 1 week
<input type="checkbox"/>	1 week to less than 1 month
<input type="checkbox"/>	1 month to less than 3 months
<input type="checkbox"/>	3 months to less than 6 months
<input type="checkbox"/>	6 months or more

**21. Where and when did this situation occur? Mark one answer in each row.**

	None of it	Some of it	Most of it	All of it
a. During the academic day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. During meals in the dining hall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. During evening study period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. During the weekend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. On Academy grounds, in dormitory/living and sleeping area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. On Academy grounds, not in dormitory/living and sleeping area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Off Academy grounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Over the Internet/chat rooms/instant or text messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. During summer experience/training/duty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**22. Who was the offender(s) in this situation? Mark “Yes” or “No” for each item.**

	Yes	No
a. Academy student who was senior to me	<input type="checkbox"/>	<input type="checkbox"/>
b. Academy student who was in the same class as me	<input type="checkbox"/>	<input type="checkbox"/>
c. Academy student who was in a class below me	<input type="checkbox"/>	<input type="checkbox"/>
d. Military faculty or staff member	<input type="checkbox"/>	<input type="checkbox"/>
e. Civilian faculty or staff member	<input type="checkbox"/>	<input type="checkbox"/>
f. Other Academy affiliated person	<input type="checkbox"/>	<input type="checkbox"/>
g. DoD/DHS affiliated person, not affiliated with the Academy	<input type="checkbox"/>	<input type="checkbox"/>
h. Non-DoD/DHS affiliated person	<input type="checkbox"/>	<input type="checkbox"/>
i. Unknown person	<input type="checkbox"/>	<input type="checkbox"/>

**23. Was the offender(s)... Mark one.**

<input type="checkbox"/>	One person (a male)
<input type="checkbox"/>	One person (a female)
<input type="checkbox"/>	More than one person (all males)
<input type="checkbox"/>	More than one person (all females)
<input type="checkbox"/>	More than one person (both males and females)
<input type="checkbox"/>	Not sure

**24. Did you talk about this situation with a... Mark "Yes" or "No" for each item.**

	Yes	No
a. Parent or family member?	<input type="checkbox"/>	<input type="checkbox"/>
b. Boyfriend/girlfriend, roommate, or friend?	<input type="checkbox"/>	<input type="checkbox"/>

**25. Did you discuss this situation with any authority or organization?**

<input type="checkbox"/>	Yes, I formally reported my experience
<input type="checkbox"/>	Yes, I informally discussed my experience
<input type="checkbox"/>	No => GO TO QUESTION 28

**26. Did you discuss this situation with/to the following authorities or organization?**

*Mark "Yes" or "No" for each item.*

	Yes	No
a. A cadet or midshipman leader	<input type="checkbox"/>	<input type="checkbox"/>
b. Your officer/NCO/chief petty officer chain of command member	<input type="checkbox"/>	<input type="checkbox"/>
c. Officer/NCO/chief petty officer chain of command of the person who did it	<input type="checkbox"/>	<input type="checkbox"/>
d. Special office/program responsible for handling these kinds of complaints	<input type="checkbox"/>	<input type="checkbox"/>
e. Other	<input type="checkbox"/>	<input type="checkbox"/>
Please print		

**27. What actions were taken in response to your discussion?** *Mark one answer in each row.*

	Yes	No	Don't
a. The situation was corrected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Person(s) who bothered you was/were talked to about the behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Your complaint was/is being investigated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. You were kept informed of what actions were being taken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. You were encouraged to drop the complaint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Your complaint was discounted or not taken seriously	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Action was taken against you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Some other action was taken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Please print</p>			

**28. What were your reasons for not reporting this situation? Mark “Yes” or “No” for each item.**

	Yes	No
a. You thought it was not important enough to report	<input type="checkbox"/>	<input type="checkbox"/>
b. You did not know how to report	<input type="checkbox"/>	<input type="checkbox"/>
c. You felt uncomfortable making a report	<input type="checkbox"/>	<input type="checkbox"/>
d. You took care of the problem yourself	<input type="checkbox"/>	<input type="checkbox"/>
e. You did not think that anything would be done	<input type="checkbox"/>	<input type="checkbox"/>
f. You thought you would not be believed	<input type="checkbox"/>	<input type="checkbox"/>
g. You thought reporting would take too much time and effort	<input type="checkbox"/>	<input type="checkbox"/>
h. You thought you would be labeled a troublemaker	<input type="checkbox"/>	<input type="checkbox"/>
i. You thought your evaluation or chances for leadership positions would suffer	<input type="checkbox"/>	<input type="checkbox"/>
j. You feared some form of retaliation from the offender or his/her friends	<input type="checkbox"/>	<input type="checkbox"/>
k. You did not want people gossiping about you	<input type="checkbox"/>	<input type="checkbox"/>
l. You feared you or others would be punished for infractions/violations, such as underage drinking	<input type="checkbox"/>	<input type="checkbox"/>
m. You thought it would hurt your reputation and standing	<input type="checkbox"/>	<input type="checkbox"/>
n. You did not want to hurt the offender’s career	<input type="checkbox"/>	<input type="checkbox"/>
o. Other	<input type="checkbox"/>	<input type="checkbox"/>

### UNWANTED SEXUAL CONTACT

29. Since June 2007, have you experienced any of the following intentional sexual contact that were against your will or which occurred when you did not or could consent in which someone...

- Sexually touched you (e.g., intentional touching of genitalia, breasts, or buttocks) or made you sexually touch them?
- Attempted to make you have sexual intercourse, but was not successful?
- Made you have sexual intercourse?
- Attempted to make you perform or receive oral sex, anal sex, or penetration by a finger or object, but was not successful?
- Made you perform or receive oral sex, anal sex, or penetration by a finger or object?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No => GO TO QUESTION 48

**30. Since June 2007, how many separate incidents of sexual touching, attempted or completed intercourse, oral, or anal sex, or penetration by a finger or object did you experience? To indicate nine or more, enter "9".**

Incidents

**31. Think about the situation(s) you experienced since June 2007 that involved the behaviors in question 29. Tell us about the one event that had the greatest effect on you.**

**What did the person(s) do during this situation? Mark one answer for each behavior.**

	Did not do this	Did this
a. Sexually touched you (e.g., intentional touching of genitalia, breasts, or buttocks) or made you sexually touch them	<input type="checkbox"/>	<input type="checkbox"/>
b. Attempted to make you have sexual intercourse, but was not successful	<input type="checkbox"/>	<input type="checkbox"/>
c. Made you have sexual intercourse	<input type="checkbox"/>	<input type="checkbox"/>
d. Attempted to make you perform or receive oral sex, anal sex, or penetration by a finger or object, but was not successful	<input type="checkbox"/>	<input type="checkbox"/>
e. Made you perform or receive oral sex, anal sex, or penetration by a finger or object	<input type="checkbox"/>	<input type="checkbox"/>

**32. Where did the incident take place? Mark one.**

<input type="checkbox"/>	On Academy grounds, in dormitory/living and sleeping area
<input type="checkbox"/>	Off Academy grounds, not in dormitory/living and sleeping area
<input type="checkbox"/>	Off Academy grounds, at an Academy-sponsored event
<input type="checkbox"/>	Off Academy grounds, not at an Academy-sponsored event

**33. Did this incident occur during summer experience/training/duty?**

<input type="checkbox"/>	No
<input type="checkbox"/>	Yes

<p>If you sought care, please describe whom you contacted and your impression of the care you received.</p>
---

**34. Who was the offender(s) in this situation? Mark “Yes” or “no” for each item**

	Yes	No
a. Threaten to ruin your reputation if you did not consent?	<input type="checkbox"/>	<input type="checkbox"/>
b. Threaten to harm you if you did not consent?	<input type="checkbox"/>	<input type="checkbox"/>
c. Use some degree of physical force (e.g., holding you down)?	<input type="checkbox"/>	<input type="checkbox"/>

**39. Prior to the assault, did any of the offender(s)... Mark “Yes” or “no” for each item.**

	Yes	No
a. Sexually harass you?	<input type="checkbox"/>	<input type="checkbox"/>
b. Stalk you?	<input type="checkbox"/>	<input type="checkbox"/>

**40. Did you talk about this situation with a... Mark “Yes” or “no” for each item.**

	Yes	No
a. Parent/family member?	<input type="checkbox"/>	<input type="checkbox"/>
b. Boyfriend/girlfriend, roommate, or friend?	<input type="checkbox"/>	<input type="checkbox"/>

**41. Did you seek professional help/treatment or use other support services following the incident?**

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

**42. Did you discuss this situation with any authority or organization? Mark one.**

<input type="checkbox"/>	Yes, I made a restricted report => GO TO QUESTION 46
<input type="checkbox"/>	Yes, I made an unrestricted report
<input type="checkbox"/>	Yes, but I am not sure whether it was unrestricted or restricted reporting
Please describe your experience. For example, with whom did you discuss the situation (e.g., faculty member, chaplain, etc.)	

**43. When you discussed this situation were you offered... Mark one answer in each row.**

	Yes	No	Don't know
a. Sexual assault advocacy services (e.g., referrals or offers to accompany/transport you to appointments)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Medical, forensic, or counseling services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**44. Did you report this situation to any authority or organization? Mark one.**

	Yes	No	Don't know
a. Your report was investigated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. You were kept informed of the status of the investigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Action was taken against the offender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Some other action was taken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please print			





**47. What were your reasons for not reporting the situation? Mark “Yes” or “No” for each item.**

	Yes	No
a. You thought it was not important enough to report	<input type="checkbox"/>	<input type="checkbox"/>
b. You did not know how to report	<input type="checkbox"/>	<input type="checkbox"/>
c. You felt uncomfortable making a report	<input type="checkbox"/>	<input type="checkbox"/>
d. You took care of it yourself	<input type="checkbox"/>	<input type="checkbox"/>
e. You did not think anything would be done	<input type="checkbox"/>	<input type="checkbox"/>
f. You thought you would not be believed	<input type="checkbox"/>	<input type="checkbox"/>
g. You thought reporting would take too much time and effort	<input type="checkbox"/>	<input type="checkbox"/>
h. You thought you would be labeled a troublemaker	<input type="checkbox"/>	<input type="checkbox"/>
i. You thought reporting would take too much time and effort	<input type="checkbox"/>	<input type="checkbox"/>
j. You feared some form of retaliation from the offender or his/her friends	<input type="checkbox"/>	<input type="checkbox"/>
k. You did not want people gossiping about you	<input type="checkbox"/>	<input type="checkbox"/>
l. You feared you or others would be punished for infractions/violations, such as underage drinking	<input type="checkbox"/>	<input type="checkbox"/>
m. Shame/embarrassment	<input type="checkbox"/>	<input type="checkbox"/>
n. You thought you would be blamed for the assault	<input type="checkbox"/>	<input type="checkbox"/>
o. You thought it would hurt your reputation and standing	<input type="checkbox"/>	<input type="checkbox"/>
p. You did not want to hurt the offender’s career	<input type="checkbox"/>	<input type="checkbox"/>
q. Other		

#### OTHER EXPERIENCES

**48. Have you used Academy resources, such as the SARC or counseling center, to help you cope with sexual assault incidents you experienced prior to your admission to the Academy?**

<input type="checkbox"/>	No
<input type="checkbox"/>	Yes

**49. How often since June 2007 have any of the following happened to you where someone... Mark one answer in each row.**

	Never	Once or twice	Sometimes	Often	Very often
a. Said that you weren't "masculine enough" or "feminine enough?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made negative comments about men who were "too feminine" or women who were "too masculine"?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Pressured you to conform to how society expects men and women to act?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Pressured you to behave in a sexist way to another student when you did not want to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### HOW ARE WE DOING?

**50. In your opinion, has sexual harassment become more or less of a problem at your Academy since you became a student?**

<input type="checkbox"/>	Less of a problem
<input type="checkbox"/>	About the same
<input type="checkbox"/>	More of a problem
<i>How could the problem be reduced?</i>	

**51. In your opinion, has sexual assault become more or less of a problem at your Academy since you became a student?**

<input type="checkbox"/>	Less of a problem
<input type="checkbox"/>	About the same
<input type="checkbox"/>	More of a problem
<i>How could the problem be reduced?</i>	

**52. During summer experience/training/duty at or away from your Academy, to what extent do student experience... Mark one answer in each row.**

	Very large extent	Large extent	Moderate extent	Small extent	Not at all	No basis to judge
a. Sexual harassment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Sexual assault?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**53. In your opinion, how often does sexual harassment occur at the Service Academies compared to civilian colleges/universities?**

<input type="checkbox"/>	Much less often at the Academies
<input type="checkbox"/>	Less often at the Academies
<input type="checkbox"/>	About the same
<input type="checkbox"/>	More often at the Academies
<input type="checkbox"/>	Much more often at the Academies
<input type="checkbox"/>	Don't know

**54. In your opinion, how often does sexual assault occur at the Service Academies compared to civilian colleges/universities?**

<input type="checkbox"/>	Much less often at the Academies
<input type="checkbox"/>	Less often at the Academies
<input type="checkbox"/>	About the same
<input type="checkbox"/>	More often at the Academies
<input type="checkbox"/>	Much more often at the Academies
<input type="checkbox"/>	Don't know

## TAKING THE SURVEY

**55. If you have comments or concern that you were not able to express in answering this survey, please enter them in the space provided. Any comments you make on this questionnaire will be kept confidential, and no follow-up action will be taken in ponse to any specifics reported. Your feedback is useful and appreciated.**

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